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RESEARCH IN EDUCATION

A Monthly Abstract Journal announcing recently completed research and research-related reports in the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/ National Institute of Education

Organization of Journal RESEARCH IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

- Subject
- Author
- Institution
- Accession numbers

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Volume 8 Number 12 December 1973

Research in Education

ED 079 562-080 787

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Introduction

Research in Education is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely educational research reports. It consists of a coordinating staff in Washington, D.C. and 18 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

DOCUMENT SECTION

SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed. **ED 013 371**

Author(s). **Norberg, Kenneth D.**

Title. **Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.**

Organization where document originated. **Sacramento State Coll., Calif.**

Date published. **Pub Date—15 Apr 66**

Contract or Grant Number—contract numbers have OEC prefixes; grant numbers have OEG prefixes. **Contract—OEC-4-16-023**

Alternate source for obtaining documents. **Note—129 p; Speech given before the 22nd National Conference on Higher Education, Chicago, Ill., 7 Mar 66.**

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS" other sources are cited above. **Available from—Indiana University Press, 10th and Morton St., Bloomington, Indiana 47401 (\$2.95)**

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Bibliographies, *Communication (thought transfer), *Perception, *Pictorial Stimuli, *Symbolic Language, Instructional Technology, Visual Stimuli.

Identifiers—Stanford Binet Test, Wechsler Intelligence Scale; Lisp 1.5; Cupertino Union School District.

The field of analogic, or iconic, signs was explored to (1) develop an annotated bibliography and (2) prepare an analysis of the subject area. The scope of the study was limited to only those components of messages, instructional materials, and communicative stimuli that can be described properly as iconic. The author based the study on a definition of an iconic sign as one that looks like the thing it represents. The bibliography was intended to be representative and reasonably comprehensive and to give emphasis to current research. The analysis explored the nature of iconic signs as reflected in the literature and research.

Legislative Authority Code for identifying the legislation which supported the research activity (when applicable). * **64**

Clearinghouse accession number. **AA 000 223**

Sponsoring Agency—agency responsible for initiating, funding, and managing the research project. **Spons Agency—USOE Bur. of Research Report No.—NDEA-VIIB-449**

Report Number and/or Bureau Number—assigned by originator.

Descriptive Note.

Descriptors—subject terms which characterize substantive contents. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Informative Abstract.

Abstractor's initials. **(AL)**

*The key to these codes is as follows:

Code	Description	Code	Description
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V. Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

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AC

ED 079 562 AC 012 701

Kirkland, Max D. Folwell, William H.

4-H Presents...

Rutgers, The State Univ., New Brunswick, N.J.

Cooperative Extension Service.

Report No.—Pub-4-H-LONE

Note—32p.; National Cooperative 4-H Publication

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Extension Agents, *Guides, Persua-

sive Discourse, *Public Speaking, *Speech

Skills, *Youth Clubs, Youth Leaders

A publication is presented which combines in-

formation and instructions on public speaking

and platform presentations for 4-H members. It

contains instructions in the preparation of all

types of formal speeches, illustrated talks, and

demonstrations including the planning and

production of visual aids. Sample aids and materi-

als are appended. A glossary of terms used is also

included. (Author/CK)

ED 079 563 AC 014 322

Bjoraker, W. T. And Others

Will He Take Over? A Longitudinal, Five County

Study of Patterns of Establishment in Farming

by Wisconsin's Farm Youth.

Wisconsin Univ., Madison. Coll. of Agricultural

and Life Sciences.

Report No.—R-2456

Pub Date Feb 73

Note—16p.; Research Report

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Farmer Education, Agricul-

tural Personnel, *Comparative Analysis, *Farm-

ers, High School Graduates, Longitudinal

Studies, *Participant Characteristics, Tables

(Data), *Young Adults

Identifiers—*Wisconsin

The main purpose of this investigation was to

determine patterns of establishment in farming

followed by youth in five Wisconsin counties.

Specific objectives were: (1) to determine who

among the 1957 high-school graduates had ever

farmed and were actually farming in 1968; (2) to

determine the similarities and differences of those

who stayed in farming and of those who did not

in relation to 19 characteristics; and (3) to deter-

mine the progress made while farming. During

the Fall of 1956, 764 male high-school seniors,

including 346 who were farm reared or whose

father was involved in farming, were selected for

the study. All of the group who had indicated

that their present occupation was farming or that

they had farmed at some time in the years follow-

ing high-school graduation were surveyed through

mail questionnaires and telephone interviews.

This report provides the study data resulting from

a comparison of those presently farming and

those who terminated. The comparison is made

on the basis of education, youth club member-

ship, job responsibilities, capital investment in

home farm, background information, methods

used to enter farming, capital accumulation, con-

trol of capital, tenure in farming, extent of in-

volvement, use of credit, participation in con-

tinuing education, progress made while farming,

involvement in farm organizations, approved

practices followed, farming status achieved,

capital investment and income, future plans, and

why men quit farming. (DB)

ED 079 564 AC 014 405

Alburn, Norman And Others

PREP (Army Predischarge Education Program)

USA: An Analysis of the Predischarge Educa-

tion Program of Army Posts in the Continental

United States. Final Report.

Academy for Educational Development, Inc.,

New York, N.Y.

Spons Agency—Office of the Deputy Chief of

Staff for Personnel (Army), Washington, D.C.

Report No.—R-73-1

Pub Date 31 Jan 73

Note—88p.

Available from—National Technical Information

Service, Springfield, Va. 22151 (AD-755 905,

MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Academic Education, *Adult Edu-

cation Programs, Equivalency Tests, Federal

Laws, *Military Personnel, *Military Training,

*Program Evaluation, Technical Reports

Identifiers—*Predischarge Education Program,

PREP, United States Army

Growth of the Army Pre-discharge Education

Program (PREP) has been a slow and cumbe-

some process since Public Law 91-219 was

passed in 1970. The Academy for Educational

Development visited 12 major Army installations

in the United States and made 22 recommenda-

tions for improving the PREP in six major areas:

i.e., technology, evaluation and development,

relationship between education and the military

mission, facilities, management practices and

education, and communication across and between

levels. Exhibits extract and comment on major

provisions of the public law, consolidate all exist-

ing PREP documentation, outline a model way to

start PREP, and discuss in depth the value of

high school equivalency certification. (Author)

ED 079 565 AC 014 418

Oberle, Wayne H.

Rural Poverty and Social Mobility in the Ozarks.

Pub Date [69]

Note—128p.; Extension and revision of disserta-

tion, University of Missouri

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Comparative Analysis, Data Collec-

tion, *Economically Disadvantaged, Educa-

tional Background, Employment Experience,

Interviews, Low Income Groups, Migrants,

*Parental Background, *Poverty Research,

*Rural Population, *Social Mobility,

Socioeconomic Background, Statistical Data,

Tables (Data)

Identifiers—Arkansas, Missouri, Oklahoma,

*Ozarks

This report is one in a series on the

socioeconomic conditions of rural people within

selected areas of the United States. Data were

obtained by personal interviews with 1,413 sam-

ple household heads residing in the rural parts of

the Ozarks region of Arkansas, Missouri, and

Oklahoma. The findings indicate that the morale

of the poor was lower than that of the nonpoor.

The rural poor apparently did not use organiza-

tional resources to attempt to alter their lives,

especially in terms of formal group membership.

The findings also indicate that the adult poor

wanted their children to improve themselves.

Fewer of the migrant children of the lower-in-

come than of the upper-income household heads

held high occupational status just prior to migra-

tion, just after migration, or at the time of the

interview. Other findings point to the perpetuation

of rural poverty from one generation to another.

In terms of occupational status differences

between generations, the impoverished household

heads, when compared with their fathers, gained

virtually no ground, while the non-impo-

verished household heads gained considerable ground.

The migration of youth did not necessarily mean

improvement in occupational status; in fact, in

contrast to the migrant children of upper-income

household heads, the migrant children of lower-

income household heads lost occupational status

ground after migrating from the community in

which they were reared. The findings indicate

that the vast majority of sons of lower-income

fathers actually attained an occupational status

which was higher in prestige than the most

prestigious occupational position of their father.

(Author/DB)

ED 079 566 AC 014 439

Gerlach, Vernon And Others

The Generation of Cues Based on a Maneuver

Analysis. Technical Report.

6 Document Resumes

Arizona State Univ., Tempe. Instructional Resources Lab.

Spons Agency—Air Force Office of Scientific Research, Arlington, Va.

Report No.—AFOSR-TR-73-0522; TR-21202

Pub Date Dec 72

Note—32p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-758 228, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Cues, *Flight Training, *Military Training, *Models, Task Analysis, Technical Reports, *Training Techniques

Identifiers—United States Air Force

A model for the systematic generation of verbal instructional cues is presented. The model utilizes a task analytic procedure referred to as "Maneuver Analysis," which is outlined and applied to the maneuver Vertical S-A. The cues generated on this basis are compared to current operational cues as found in "How to Fly" manuals, such as ATCM 5k-4 and AFM 51-37. The comparison indicates a higher degree of specificity and explicitness, i.e., a logical superiority of systematically generated cues. (Author)

ED 079 567 AC 014 440

Brecke, Fritz Reiser, Robert

Critical Components of Flight Instruction as Perceived by Instructor Pilots and Student Pilots.

Arizona State Univ., Tempe. Instructional Resources Lab.

Spons Agency—Air Force Office of Scientific Research, Arlington, Va.

Report No.—AFOSR-TR-73-0521; TR-21129

Pub Date Nov 72

Note—20p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-758 227, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Curriculum Evaluation, *Flight Training, *Military Personnel, *Military Training, Questionnaires, *Student Attitudes, Technical Reports

Identifiers—United States Air Force

In order to ascertain Williams Air Force Base Instructor Pilots' (IPs) and Student Pilots' (SPs) perceptions concerning cruciality of components of flight instruction and their perceptions regarding areas of instruction in need of improvement, a questionnaire was developed and administered to 82 IPs and 50 SPs. Results revealed that a majority of both groups considered the traffic pattern the most critical component as well as the most difficult to learn. Both groups considered navigation the area of instruction that needed the most improvement. Results also indicated that "instruments" was a curriculum area that was both critical and in need of improvement. Responses to the questionnaire also led investigators to conclude that future questionnaires designed to elicit the same type of information should be highly structured and specific. (Author/DB)

ED 079 568 AC 014 442

Brecke, Fritz Gerlach, Vernon

Model and Procedure for an Objective Maneuver Analysis. Technical Report.

Arizona State Univ., Tempe. Instructional Resources Lab.

Spons Agency—Air Force Office of Scientific Research, Arlington, Va.

Report No.—AFOSR-TR-73-0523; TR-21201

Pub Date Dec 72

Note—49p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-758 229, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Flight Training, *Military Training, *Psychomotor Skills, *Teaching Techniques, Technical Reports, *Verbal Stimuli

The problem of generating verbal cues to facilitate psychomotor skill training is considered in the context of flight instruction. The flying task is conceptualized in terms of a pilot-aircraft closed loop control system. The control system model effectively illustrates the three types of informational stimuli necessary for the pilot's effective performance of specific maneuvers in the undergraduate pilot curriculum. An analysis of the Vertical S-A maneuver is included as an example. (Author)

ED 079 569 AC 014 444

Shenk, Faye

Development and Validation of Scores to Predict Officer Career Status.

Air Force Human Resources Lab., Lackland AFB, Tex. Personnel Research Div.

Report No.—AFHRL-TR-73-1

Pub Date Mar 73

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Choice, Data Collection, Measurement Instruments, *Military Personnel, *Officer Personnel, *Predictive Validity, Statistical Data, *Surveys, Tables (Data)

Identifiers—*Career Intent Score, United States Air Force

This study was designed to determine the predictability of an officer's career decision and to evaluate relationships between career intent, various demographic, environmental and attitudinal factors, and career status. Survey data were collected from individuals before they entered active duty, and annually, through five years of active military service. The scores designed to predict career status were determined from each individual's yearly survey responses. Generally, the relationship between career status and the scores based on responses prior to commissioning were quite low; however, there was a definite increase in prediction after the subjects experienced active duty. The largest increase in predictability occurred during the first two years of active duty. This seems to indicate a plateau in the subject's attitude toward the military career. Offer of Air Force opportunities such as education, training, and Regular commissions might be more effective at this point than at the time of commissioning. In addition, from an economical standpoint, the Air Force might realize considerable savings in training costs by sending those junior officers most likely to remain on active duty to the more expensive educational and training programs. The Career Intent Score was the measurement device most predictive of future career status, although correlations were only moderate. (Author/DB)

ED 079 570 AC 014 502

Botzman, Harvey

Resources for Continuing Nursing Education in the Genesee Region, New York State.

Spons Agency—Community Planning Committee on Nursing Education, Rochester, N.Y.

Pub Date May 73

Note—112p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adult Education Programs, *Educational Resources, Medical Education, *Nursing, *Professional Continuing Education, Program Attitudes, Questionnaires, Research Needs

Identifiers—New York

A study was conducted to: (1) ascertain the nature and extent of continuing education for nurses in the Genesee Region of New York State, (2) determine if an interest exists among health care and educational agencies for a cooperative effort to plan, develop, and produce continuing education activities for nurses, and (3) provide one data source for future planning of such activities. A total of eight areas of continuing education resources for investigation were identified: agency information, cooperation, educational activities, information dissemination, facilities, finance, personnel and records. A 63-question/statement/chart Survey Form was sent to the educational agencies and individuals. Data collected revealed a variety of continuing education activities offered, by the agencies, to nurses for the improvement of skills and knowledge. (CK)

ED 079 571 AC 014 503

Kroupa, Eugene A. Burnett, Claron

Wisconsin Farmers' Use and Understanding of Broadcast News. Research Report.

Wisconsin Univ., Madison. Coll. of Agricultural and Life Sciences.

Report No.—R-2506

Pub Date May 73

Note—32p.

Available from—Agricultural Bulletin Building, 1535 Observatory Drive, Madison, Wisconsin 53706 (\$0.30 plus postage)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bulletins, *Farmers, *Information Needs, *Marketing, *Mass Media, Participant Characteristics, Radio, Surveys, Television

Identifiers—*Wisconsin

A survey of Wisconsin farmers in four market areas was made to determine their market information requirements, their surveillance of media market reports, and their understanding and use of market news received from the Wisconsin broadcast media. The survey was conducted as a follow-on to a study of the timing, frequency, and completeness of market news broadcast by Wisconsin radio and television stations. Specific objectives of the study were to document farmers' listening and viewing habits with regard to broadcast market news reports, to determine the kinds of market information farmers want from broadcast market reports, to rate the importance of mass media and personal sources of market information in making marketing decisions, to determine the usefulness of broadcast information in making various kinds of marketing and production decisions, and to measure farmers' understanding and knowledge of terms used in broadcast market news reports. The study data were obtained by personal interviews with 475 farmers. The findings of the study show that Wisconsin farmers have ready access to broadcast market price reports and other sources of market news information. The farmers cited radio as their single most valuable source of market news. The study found widespread misunderstanding of the USDA terms used in broadcast market reports. (DB)

ED 079 572 AC 014 511

Ohliger, John, Comp. Rosenberg, Joel, Comp.

Compulsory Adult Education.

Ohio State Univ., Columbus. Coll. of Education.

Pub Date Jan 73

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Annotated Bibliographies, Career Education, Continuous Learning, *Educational Theories, Health Occupations Education, *Professional Continuing Education, *Seminars, Socialization

A preliminary bibliography for a seminar on compulsory adult education is presented. A total of 231 annotated entries are given. Entries are divided into four categories: (1) compulsory adult education in general; (2) concepts significant to adult education, including lifelong education, permanent education, the educative society, the knowledge society, the learning society, career education, recurrent education and socialization, and the deschooling views of Illich and his colleagues; (3) compulsory adult education for professionals (not confined to the health professions); and (4) compulsory adult education in the health professions. (CK)

ED 079 573 AC 014 512

Brotman, Herman B. Williams, Blanch S.

Facts and Figures on Older Americans: State Trends 1950-1970.

Administration on Aging (DHEW), Washington, D.C.

Report No.—AOA-6; DHEW-SRS-73-20007

Pub Date [71]

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Census Figures, Demography, *Older Adults, *Population Trends, Racial Differences, Senior Citizens, *Statistical Data, Trend Analysis

Trends in numbers and distribution of the older population, on a state by state basis, are given. The data are broken down into the total older population and the older Negro population. Figures are also broken down by sex and by two age groups - 45 through 64 and 65 and over. (CK)

ED 079 574 AC 014 513

Ossio, Nicholas A.

Adult Basic Education Program Statistics. Students and Staff Data: July 1, 1970-June 30, 1971 and Selected Summaries of Fiscal Years 1967-71.

National Center for Educational Statistics (DHEW/OE), Washington, D.C. Adult and Vocational Education Surveys Branch.

Report No.—DHEW-OE-73-11413

Pub Date 73

Note—35p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$5.55, domestic postpaid, \$40 GPO Bookstore)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Basic Education, *Adult Education Programs, Age Differences, *Enrollment Rate, Enrollment Trends, Financial Support, Sex Differences, *Statistical Data

A summary of data on adult basic education (ABE) is presented. The information was compiled from the annual program report submitted by each State or other area. The report is divided into two sections: (1) a review of ABE, for fiscal years 1967-1971; and (2) data for fiscal year 1971. (CK)

ED 079 575 AC 014 514

Smith, R.R. And Others

Correctional Officer Training in Behavior Modification. Final Report (1970-1973).

Rehabilitation Research Foundation, Elmore, Ala. Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No—DLMA-82-01-69-06-9

Pub Date Jun 73

Note—110p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrative Personnel,

*Behavior Change, *Change Agents, *Correctional Education, Correctional Rehabilitation, Interpersonal Competence, Program Descriptions, *Rehabilitation Counseling

A report is presented of the findings from a three-year project to train 40 correctional officers as behavioral change agents. The project had two objectives: (1) to encourage the officers to view the institution as a rehabilitative instrument, predisposing them to learn to use alternatives to punishment and become treatment-oriented, and (2) to teach the officers the fundamental principles and techniques of behavior modification in such a way that they would generalize and be applied to on-the-job situations in a prison setting. Data indicate that both objectives were achieved with the first groups of officers. Trained officers were able to identify specific behaviors with which to work and, under supervision, were able to implement behavior modification projects. When systematically observed on their jobs, trained officers interacted more frequently and positively with inmates than non-trained officers. Inmate evaluators listed trained officers as increasing in general caliber, being less punitive and more concerned with the inmates' welfare. (Author)

ED 079 576 AC 014 515

Hammer, Tove H. Dachler, H. Peter

The Process of Supervision in the Context of Motivation Theory.

Maryland Univ., College Park. Dept. of Psychology.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No—TR-3

Pub Date Jul 73

Note—48p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, *Conceptual Schemes, *Leadership, *Motivation, *Organization, Organizations (Groups), Power Structure, *Supervision, Theories, Vertical Organization

A review of some of the basic approaches to the study of supervision in organizations leads to the conclusion that the behavioristic methodology of searching for temporal and spatial correlations between assessed events without establishing specific connections to theoretical networks has provided an inadequate basis for the understanding of the nature of supervision. A process approach to supervision which is emerging in the literature is presented. This approach combines the leadership dimensions of consideration and initiating structure with the path-goal theory of motivation. Data collected among supervisors and subordinates in a manufacturing plant for an exploratory study testing assumptions about the psychological meaning of these dimensions in terms of a path-goal theory are presented. It is suggested that the current assumptions underlying the process approach to supervision are too simplistic and an argument is made for the need to construct validation of the leadership concept. A conceptual framework which integrates supervision with Valence/Instrumentality/Expectancy theory of worker motivation, influence and power is outlined. Emphasis is put on the construction of a theoretical network within which the

questions of the leadership and supervision process should be examined. (Author)

ED 079 577 AC 014 516

Kulich, Jindra

Training of Adult Educators and Adult Education Research in Hungary.

British Columbia Univ., Vancouver. Center for Continuing Education.

Report No—Occas-Pap-7

Pub Date 73

Note—38p.; Occasional Papers in Continuing Education

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Adult Education Programs, *Adult Educators, Economic Factors, Educational Change, *Educational Research, Literature Reviews, National Programs, Political Influences, Program Descriptions, Social Change, *Teacher Education Identifiers—*Hungary

An account of recent developments in the training of adult educators and adult education research in Hungary is presented. A review of the literature is also presented. The overall tasks of adult education are considered to be: (1) mass development of general education among adults, (2) development of specialized knowledge, (3) literary and artistic education, (4) support to and facilitation of appropriate entertainment and functional use of leisure, and (5) support of the development of socialist collective thinking. An overview of development of adult education since 1945 is presented, and university and college training programs are described. The need for closer ties between training and research is emphasized. Such research is conducted by the following institutions: Institute of Public Education, Division of Popular Education, Department of Research and Documentation, Theoretical Department, and Department of Adult Education. Conclusions are that the post-war development of adult education in Hungary was significantly influenced by the far-reaching social, political-ideological and economic changes which transformed the state and its economic structure and changed the composition of society. (CK)

ED 079 578 AC 014 517

Americanization Guidelines for Public School Directors of Continuing Education and Teachers of the Foreign Born.

New York State Education Dept., Albany. Bureau of Special Continuing Education.

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Guides, Adult Education Programs, *Citizenship, Citizenship Responsibility, Consumer Education, Family Life Education, *Foreign Students, *Public School Adult Education, Safety Education, *Teaching Guides

Identifiers—*Americanization Classes

An outline for use in Americanization classes is presented. Emphasis in these classes should be given to: (1) developing an increasing ability in speaking, understanding, reading, and writing English, (2) encouraging the student to become an effective, participating citizen, (3) helping the newcomer prepare for the citizenship examination, and (4) creating a desire for continued learning. Specific topics of study and resources are suggested for these areas: earning a living, consumer education, home and family life, health and safety, citizenship, leisure time, and everyday science and technology. Appendices deal with the student, the teacher, and instructional criteria. (Author/CK)

ED 079 579 AC 014 518

Krusell, Judith L.

A Comparison of Self-Concept Changes between Management Training Workshops and T-Groups.

Rochester Univ., N. Y. Management Research Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No—TR-57

Pub Date 5 Apr 73

Note—15p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-760 337, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Behavior Patterns, Behavior Rating Scales, Comparative Analysis, Interpersonal Competence, *Management Education, *Self Concept, Semantic Differential, Sensitivity Training, Technical Reports, *T Groups, *Workshops

Changes in the self-perception of participants in two different types of training groups were investigated. A self-descriptive semantic differential for 'actual' and 'preferred' behavior was administered to participants in sensitivity training groups (T-groups) and management training workshops at the beginning and end of their training. Results indicated that participants in the T-groups showed a significant decrease in the discrepancy between their perceived actual and their preferred behavior over the course of their training. Participants in the management workshops did not manifest a similar significantly reduced discrepancy. In addition, the T-group participants changed their perceived actual behavior toward greater similarity with their preferred behavior significantly more than the managerial workshop participants. (Author)

ED 079 580 AC 014 519

Dawson, Wallace H., III

The Case for Establishing Improved In-Service Educational Opportunities for the Volunteer Army Enlisted Man.

Army War Coll., Carlisle Barracks, Pa.

Pub Date 1 Aug 72

Note—20p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-760 422, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Career Education, Curriculum Design, Educational Programs, *Enlisted Men, Improvement Programs, *Inservice Education, *Military Personnel, *Military Training, *Motivation

The basic questions are what should be the Army's role in enlisted education programs at the high school level and what curriculum considerations are required to support the enlisted man from a service retention standpoint. For many years the Army has administered on-duty and off-duty education programs that instead of being geared to equipping and motivating desirable personnel to remain in the service for a career seem to prepare men for civilian life. Project PREP is starting to move in the direction of fostering the retention of selected personnel who can be career motivated. (Author)

ED 079 581 AC 014 520

Kille, Bruce R.

Improving Training Assistance from Army Schools to Army Training Managers.

Army War Coll., Carlisle Barracks, Pa.

Pub Date Dec 72

Note—18p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-760 455, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Administrator Education, *Information Dissemination, *Instructional Materials, *Military Training, *Reference Materials, Training Techniques

U.S. Army service schools have been responsible for providing instructional reference materials to training managers of the Active Army and Reserve Components for many years. Regardless of what the service schools did however, it was apparent that far too many of those in charge of training were not aware of the assistance available to them. Research of current management and operational procedures, training directives, and training studies resulted in a conclusion that a viable communications link can be established. The service schools must take the initiative and 'sell' their training products to all who have a need for them. The service schools must look outside their academic walls, and provide training assistance to every individual, unit, or staff that needs help in those subject areas for which they have propensity. (Author/TIS)

ED 079 582 AC 014 521

Nealey, Stanley M.

Perceptions of Navy Basic Training: Recruits Before and During Training. Final Report.

Colorado State Univ., Ft. Collins.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Pub Date Oct 72

Note—30p.; Prepared in cooperation with Battelle Memorial Inst., Seattle, Wash.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-760 045, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Attitudes, *Enlisted Men, *Leadership Styles, Motivation, Organizational Climate, Perception, Performance Factors, *Power Structure, Questionnaires, Technical Reports

Attitudes of enlisted men toward interpersonal influence (the rank and authority structure) in the Navy were explored by administering questionnaires to 165 recruits at the time they joined the Navy and to 365 basic trainees during the final week of Navy basic training. Recruits had fairly accurate expectations of the inconsiderate and punitive leadership they would face during basic. Both groups agreed that the organizational climate of basic training is 'tougher' and more punitive than they expect in the Navy itself and much more negative than in most civilian jobs. All five modes of leader power identified by French and Raven (1959) were seen to be effective in eliciting high effort to perform one's duty, but coercive and legitimate power were seen as detrimental to morale. (Author)

ED 079 583

AC 014 522

Dobson, Catherine

Education of Adults; A Bibliography.

Michigan Univ., Ann Arbor. Univ. Libraries.

Pub Date 73

Note—8p.; Education Library Research Bibliography Series

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Bibliographic Citations, *Bibliographies, Books, Periodicals, *Publications

A bibliography is provided of books and periodicals on the Education of Adults. The references cited are in the Education Library of the University of Michigan, except for those that are cited as being in another campus library location. (DB)

ED 079 584

AC 014 525

Snyder, Robert E.

Recruitment in Adult Basic Education. Research to Practice Series.

Florida State Univ., Tallahassee. Dept. of Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D. C. Div. of Adult Basic Education.

Pub Date Oct 71

Grant—OEG-0-70-4600(324)

Note—28p.

Available from—The Florida State University, Research-Information Processing Center, Dept. of Adult Education, 920 West College Ave., Tallahassee, Florida 32306

Document Not Available from EDRS.

Descriptors—*Adult Basic Education, *Behavior Patterns, Bibliographic Citations, *Decision Making Skills, Guides, *Recruitment, Research, *Student Enrollment

The decision-making process of potential ABE students as they consider enrollment was explored. An adoption process model was used to assist in the analysis. The model consists of five stages: (1) awareness, (2) interest, (3) evaluation, (4) trial, and (5) adoption. Research related to the adoption process and to the communication process was synthesized to identify ways in which the ABE staff might be more effective in influencing the decision-making process of potential students. Current recruitment practices in the field of ABE were then analyzed to determine how consistent they were with the research findings. Preliminary estimates of the appropriateness and effectiveness of such recruitment practices were made at each stage of the adoption process. Recommendations are given in two sets, those which are relevant to specific stages of adoption and those which concern recruiters. Nine references for additional study are provided. (For related documents, see AC 014 526-534.) (DB)

ED 079 585

AC 014 526

Verner, Coolie Davison, Catherine V.

Physiological Factors in Adult Learning and Instruction. Research to Practice Series.

Florida State Univ., Tallahassee. Dept. of Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D. C. Div. of Adult Basic Education.

Pub Date Oct 71

Grant—OEG-0-70-4600(324)

Note—35p.

Available from—The Florida State University, Research-Information Processing Center, Dept. of Adult Education, 920 West College Ave., Tallahassee, Florida 32306

Document Not Available from EDRS.

Descriptors—Adult Characteristics, *Adult Learning, Bibliographic Citations, Guides, *Instructional Design, *Learning Processes, Psychological Characteristics, Research, *Retention, *Teacher Role

The learning and instructional processes related to adult education are discussed in this monograph. Following a brief discussion of the nature of learning and of instruction, the stages and conditions of learning and instruction are presented. These stages and conditions relate to internal conditions prerequisite to learning (motivation, attentional sets, readiness, and learning environment), states of the learning sequence (stimuli, attention, perception, coding, acquisition, and storage), the instructor's role in evoking learner performance (providing guidance and knowledge of results), and the progression of learning. The processes of remembering and forgetting are then discussed as to memory, remembering, and instructional factors affecting retention (nature and use of the material, overcoming interference effects, providing for the transfer of learning, and other ways of increasing retention). Finally, the designing and managing of instruction is presented in a number of interrelated steps. These steps are identifying objectives (motor skills, intellectual skills, verbal information, cognitive strategies, and attitudes), ordering the learning tasks, selecting instructional processes, and assessment of achievement. Eleven references for additional study are provided. (For related documents, see AC 014 525, 527-534.) (DB)

ED 079 586

AC 014 527

Verner, Coolie Davison, Catherine V.

Physiological Factors in Adult Learning and Instruction. Research to Practice Series.

Florida State Univ., Tallahassee. Dept. of Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D. C. Div. of Adult Basic Education.

Pub Date Oct 71

Grant—OEG-0-70-4600(324)

Note—34p.

Available from—The Florida State University, Research-Information Processing Center, Dept. of Adult Education, 920 West College Ave., Tallahassee, Florida 32306

Document Not Available from EDRS.

Descriptors—*Adult Learning, *Audition (Physiology), Bibliographic Citations, Guides, Learning Difficulties, *Physiology, Psychomotor Skills, Research, Verbal Communication, *Visual Acuity, *Visual Perception

The physiological condition of the adult learner as related to his learning capability is discussed. The design of the instructional process, the selection of learning tasks, the rate at which instruction occurs, and the nature of the instructional setting may all be modified by the instructor to accommodate the variable physiological conditions of the adult learner. Every adult learner will experience some deficiency in auditory or visual perception. The physiological changes that occur in the eye are discussed in relation to visual acuity, variability to illumination, color perception, and visual perception. Hearing is discussed as to auditory discrimination and emotion and hearing. The changes in sensory acuity that result in reduced perception cannot be altered, but the instructor can take some action as compensation. Since adequate perception of the learning stimulus is a pre-requisite of learning and, consequently, of memory, an instructor can enhance the retention of learned material by insuring the accurate and complete perception of the stimulus. Psychomotor skills and verbal communication are directly affected by physiological factors. An adult educator can help the adult learner to understand his physical difficulties and ways of overcoming their interference with learning. Eleven references for additional study are pro-

vided. (For related documents, see AC 014 525-526, 528-534.) (DB)

ED 079 587

AC 014 528

Knox, Alan B.

In-Service Education in Adult Basic Education. Research to Practice Series.

Florida State Univ., Tallahassee. Dept. of Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D. C. Div. of Adult Basic Education.

Pub Date Oct 71

Grant—OEG-0-70-4600(324)

Note—36p.

Available from—The Florida State University, Research-Information Processing Center, Dept. of Adult Education, 920 West College Ave., Tallahassee, Florida 32306

Document Not Available from EDRS.

Descriptors—*Adult Basic Education, Bibliographic Citations, Guides, *Inservice Education, *Instructional Staff, Professional Continuing Education, *Program Development, Research, *Staff Improvement, Teacher Education

In-service education of Adult Basic Education (ABE) instructional staff by the unit of the school system or other institution that sponsors the ABE program is the focus of this monograph. The four interrelated purposes of the monograph are: (1) to present a general framework that planners can use in developing in-service education, using basic concepts of need appraisal and program development, (2) to identify the crucial decisions in the planning of in-service education, (3) to reveal tested knowledge from the scattered research reports related to ABE in-service education, and (4) to suggest ways to interrelate knowledge and action in the planning of in-service education. The monograph is organized into the following sections: Appraise the Situation (identify local symptoms of needed in-service education; make an initial appraisal of the local situation; select from the literature criteria for judging instructional staff performance); Identify Needs (describe the current performance of typical instructional staff members; describe the corresponding performance of outstanding staff; identify needs by comparing the current with what is needed); Select Needs (survey knowledge that may be used to satisfy the needs that are identified; survey resources that are available to satisfy these needs; select the most important needs); Develop the Program Plan (specify the objectives; specify the intended outputs and transactions; consider alternative evaluation procedures; plan the in-service education programs); and Conduct the Program (provide supportive arrangements to facilitate the program; implement the in-service program). Twenty references for additional study are provided. (For related documents, see AC 014 525-527, 529-534.) (DB)

ED 079 588

AC 014 529

Snyder, Robert E.

Decision-Making in the Planning and Implementation of Instruction in Adult Basic Education. Research to Practice Series.

Florida State Univ., Tallahassee. Dept. of Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D. C. Div. of Adult Basic Education.

Pub Date Oct 71

Grant—OEG-0-70-4600(324)

Note—29p.

Available from—The Florida State University, Research-Information Processing Center, Dept. of Adult Education, 920 West College Ave., Tallahassee, Florida 32306

Document Not Available from EDRS.

Descriptors—*Adult Basic Education, Bibliographic Citations, *Decision Making, *Educational Objectives, Guides, *Instructional Design, Instructional Improvement, Program Planning, Research, *Teacher Responsibility

The complete instructional process in Adult Basic Education (ABE), focusing upon the teacher specifically, is examined, with special attention being given to the decisions surrounding the planning of instruction. This monograph discusses the process of goal refinement from major goals to program objectives to instructional objectives, analyzes the role of instructional objectives in providing direction to decision-making

in planning the instructional process, and describes the specific decisions for implementing instruction. Recommendations are given for personnel at the community (teachers, and directors/coordinators), state (state ABE advisory and supervisory personnel, and university/college personnel), and national level personnel (U.S. Office of Education personnel, professional adult education organizational personnel, and special research and demonstration project personnel). Ten references for additional study are provided. (For related documents, see AC 014 525-528, 530-534.) (DB)

ED 079 589 AC 014 530

Program Evaluation in Adult Basic Education. Research to Practice Series.

Florida State Univ., Tallahassee. Dept. of Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D. C. Div. of Adult Basic Education.

Pub Date Oct 71

Grant—OEG-0-70-4600(324)

Note—29p.

Available from—The Florida State University, Research-Information Processing Center, Dept. of Adult Education, 920 West College Ave., Tallahassee, Florida 32306

Document Not Available from EDRS.

Descriptors—*Adult Basic Education, Bibliographic Citations, *Evaluation Techniques, Guides, *Instructional Improvement, *Program Evaluation, Research

As an aid to Adult Basic Education (ABE) practitioners in planning and conducting effective program evaluation activities, this monograph provides for a broader approach than is typical of ABE program evaluation. The monograph is organized around the following major elements of program evaluation: context, outcomes, inputs, processes, judgments, and applications. An analysis of each of these elements comprises this monograph. Sixteen references for further study are provided. (For related documents, see AC 014 525-529, 531-534.) (DB)

ED 079 590 AC 014 531

Norsworthy, Gary F.

The Role of the Paraprofessional in Adult Basic Education. Research to Practice Series.

Florida State Univ., Tallahassee. Dept. of Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D. C. Div. of Adult Basic Education.

Pub Date Oct 71

Grant—OEG-0-70-4600(324)

Note—24p.

Available from—The Florida State University, Research-Information Processing Center, Dept. of Adult Education, 920 West College Ave., Tallahassee, Florida 32306

Document Not Available from EDRS.

Descriptors—*Adult Basic Education, Bibliographic Citations, Guides, Indigenous Personnel, Occupational Information, *Paraprofessional School Personnel, *Recruitment, Research, *Role Models, *Training Techniques
The emerging role of paraprofessionals in Adult Basic Education (ABE) programs is discussed. A definition is provided of the term paraprofessional, and a brief description is given of the typical person who assumes that role. Certain unique contributions of a paraprofessional to ABE programs and the task of recruiting paraprofessionals are explored. Possible duties of the paraprofessional are examined by use of several descriptive models. A setting for paraprofessional training is briefly described. Nine references for additional study are provided. (For related documents, see AC 014 525-530, 532-534.) (DB)

ED 079 591 AC 014 532

Seaman, Don F.

Starting Students Successfully in Adult Basic Education. Research to Practice Series.

Florida State Univ., Tallahassee. Dept. of Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D. C. Div. of Adult Basic Education.

Pub Date Oct 71

Grant—OEG-0-70-4600(324)

Note—24p.

Available from—The Florida State University, Research-Information Processing Center, Dept. of Adult Education, 920 West College Ave., Tallahassee, Florida 32306

Document Not Available from EDRS.

Descriptors—*Adult Basic Education, Bibliographic Citations, *Dropout Prevention, Guides, Orientation, Research, *Student Needs, *Student Testing

Student retention in Adult Basic Education (ABE) programs is the focus of this monograph. The means for solving the dropout problem in ABE programs are discussed from the answers to questions of why students enroll in ABE, what basic needs should be considered early in an ABE program, what procedures should be followed in orienting new students, and what precautions should be taken during initial testing of students. Nine references for additional study are provided. (For related documents, see AC 014 525-531, 533-534.) (DB)

ED 079 592 AC 014 533

Seaman, Don F.

Preventing Dropouts in Adult Basic Education. Research to Practice Series.

Florida State Univ., Tallahassee. Dept. of Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D. C. Div. of Adult Basic Education.

Pub Date Oct 71

Grant—OEG-0-70-4600(324)

Note—26p.

Available from—The Florida State University, Research-Information Processing Center, Dept. of Adult Education, 920 West College Ave., Tallahassee, Florida 32306

Document Not Available from EDRS.

Descriptors—*Adult Basic Education, Bibliographic Citations, *Dropout Prevention, Guides, *Physical Environment, Research, *Student Attitudes, *Student Needs, Teacher Responsibility

Reasons given by Adult Basic Education (ABE) students for leaving the program are interpreted and discussed, and implications for the ABE program are suggested. The reasons are classified into four categories: environment, physiology, wants and goals, and past experiences. The chief reasons given for dropping out in relation to the ABE program environment were: class centers are not conveniently located; students in one-parent families find it difficult to attend classes regularly; ABE class schedules are too rigid; class locations are sometimes not conducive to the students' personal safety; and classes are too large. As to physiological factors, student dropouts felt that the ABE program did not provide health-related services and that classes were held when the students were too tired to attend. Reasons related to the wants and goals of the students were that students are recruited into the ABE program without their being adequately informed as to what the program can do for them, and that the ABE program does not provide job-related training. The past experiences that students related to dropping out were: a dislike of testing procedures in the ABE program; learning materials were too childish and uninteresting; disinterest of the ABE teachers in their students; methods used by ABE teachers in class that cause the student embarrassment; no clear indication by teachers of what is expected by the students in their classwork; lack of adequate feedback by the teachers; and inadequate counseling. Eight references for additional study are provided. (For related documents, see AC 014 525-532, 534.) (DB)

ED 079 593 AC 014 534

Ashley, Myra G. Norsworthy, Gary F.

Facilitating Learning Through the Use of Supportive Services in Adult Basic Education. Research to Practice Series.

Florida State Univ., Tallahassee. Dept. of Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D. C. Div. of Adult Basic Education.

Pub Date Oct 71

Grant—OEG-0-70-4600(324)

Note—26p.

Available from—The Florida State University, Research-Information Processing Center, Dept. of Adult Education, 920 West College Ave., Tallahassee, Florida 32306

Document Not Available from EDRS.

Descriptors—*Adult Basic Education, *Ancillary Services, Bibliographic Citations, *Community Services, Financial Services, Guides, Health Services, Legal Aid, Occupational Guidance, *Psychological Services, Research, *Student Needs

Supportive community services that aid in the Adult Basic Education (ABE) student's learning process by meeting the student's needs are discussed. Major needs and services are presented under the following four categories: health (psychological), health (physiological), occupational services, and legal and financial services. Ten references for additional study are provided. (For related documents, see AC 014 525-533.) (DB)

ED 079 594 AC 014 538

Instructor Guide for Federal Income Tax Implications of Civil Service Retirement. A Unit for Federal Employee Pre-retirement Counseling Seminar.

Civil Service Commission, Washington, D.C. Bureau of Training; Internal Revenue Service (Dept. of Treasury), Washington, D.C.

Pub Date May 72

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Counseling, *Counseling Programs, Counselor Training, *Federal Programs, *Government Employees, *Retirement, Seminars, Taxes, *Teaching Guides

Designed to cover the general information essential to all annuitants regarding the Federal Income Tax implications of Civil Service retirement, this guide is for the use of the Civil Service Commission in training agency retirement counselors and as an instructor's guide or instructor's reference by retirement counselors in conducting pre-retirement counseling seminars. The guide uses lecture, handouts, and group discussion, as well as visual aids. The contents of the guide are: Introduction (seminar objectives, forms and statements Civil Service provides retirees regarding Federal income tax, information and services a retiree can expect from IRS, and other professional tax services available); The Taxability of Annuities and Payments to Civil Service Retirees (the taxability of an immediate annuity, a disability annuity, of sick leave pending retirement, and of lump-sum payments received at retirement); The Taxability of Annuities and Payments to Survivors of Civil Service Retirees (the taxability of survivor annuity, the income tax status of lump-sum payments made at death of retiree, the filing requirements of the final tax return for deceased annuitants, the requirements to be met for widow/widower filing a joint return for two years beyond year of spouse's death); Special Federal Income Tax Considerations upon Reaching Age 65 or Retirement; Retirement Income Credit (who may or may not receive credit, what retirement income is, how to compute the credit); Declaration of Estimated Tax; and Review and Evaluation. (DB)

ED 079 595 AC 014 539

Human Self-Development: Our Moral Heritage.

Department of the Army, Washington, D.C.

Report No.—DA-Pam-165-10

Pub Date 15 May 72

Note—97p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.25, domestic postpaid, \$1.00 GPO Bookstore)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Programs, *Females, *Human Development, *Lesson Plans, *Military Personnel, Resource Materials, Self Actualization, *Teaching Guides

Identifiers—*United States Army

An instructor's guide and lesson plans for classroom instruction of women in the Army's Human Self-Development Program are provided. The topic of this pamphlet is "Our Moral Heritage." Each of the six chapters of the guide have the same format, as follows: Outline, Instructor's Resource Material, Lesson Plan, and Instructional Aids. The chapter titles are: I. The Military Women; II. Adjustments to the Military Service; III. Marriage and the Military Woman; IV. Maturity and the Military Woman; V. Women's Service to the Nation; and VI. Our Heritage. (DB)

ED 079 596 AC 014 540

An Approach to Consumer Education for Adults.

Office of Consumer Affairs, Washington, D.C.

Pub Date 1 Jan 73

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Programs, *Consumer Education, *Curriculum Development, *Disadvantaged Groups, Guides, Program Development, *Resource Materials

This guide is intended to assist educators in establishing and organizing consumer education programs for Americans beyond the high school years. It is primarily a tool for tailoring basic consumer curricula to the special characteristics and needs of adult students. Suggestions are given for possible content areas, illustrations are given of teaching situations, and potential instructional resources for the use of teachers in planning their specific local programs are identified. Information about consumer income, spending characteristics and services is included to assist instructors and curriculum planners in understanding patterns of consumer behavior. Major emphasis is given to providing instructors with a better understanding of the particular problems of the under-educated, rural families, the elderly, and Spanish-speaking Americans, among others that have special needs in consumer education. The chapters of the guide are: 1. Consumer Education: A Challenge of the Seventies; 2. Helping Adult Consumers Learn; 3. Developing Content Areas for Consumer Education Programs; 4. Designing Adult Consumer Education Programs; 5. Consumers with Special Needs; and 6. Instructional Resources. (DB)

ED 079 597

AC 014 541

Laner, Stephen And Others

Organizational Analysis and Career Projections Based on a Level-of-Responsibility/Equitable Payment Model. Technical Report.

California Univ., Berkeley. Human Factors in Technology Research Group.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—HFT-72-8

Pub Date May 73

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Ladders, *Management Development, *Manpower Utilization, *Organizational Development, *Personnel Policy, Professional Personnel, Technical Reports, Wages

Following an explanation of the Level of Responsibility/Equitable Pay Function, its applicability is demonstrated to the analysis and to the design and redesign of organizational hierarchies. It is shown how certain common dysfunctional anomalies can be avoided by structuring an organization along the principles outlined. A technique is then developed for assessing the differential capabilities of incumbents for successfully discharging responsibilities at different levels of an organization; and for ensuring that the growth in their capacity to shoulder responsibility is continually taken into account. Examples are given of how the methods described have been used in managerial manpower planning, for preventing the loss of key managers, providing for management succession and filling vacancies from within and outside the organization. (Author)

ED 079 598

AC 014 542

Allen, Archibald Hailey, Pleasant L., Jr.

Career Ladder and Curriculum Guide: Housing Management. Resident Selection and Occupancy Trainee, Resident Security Aide, Resident Security Officer, Security Officer II, Community Security Aide. Instructor's Manual.

Department of Housing and Urban Development, Washington, D.C.; Temple Univ., Philadelphia, Pa. Center for Social Policy and Community Development.

Pub Date Apr 73

Note—122p.; Prepared by the Center for Social Policy and Community Development under a contract with Shaw Univ., Raleigh, N.C.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Programs, *Career Ladders, *Curriculum Guides, Government Employees, *Housing Management Aides, *Job Analysis, Manuals, Subprofessionals, *Teaching Guides, Training Techniques

Identifiers—Community Security Aide, Resident Security Aide, Resident Security Officer, Resident Selection and Occupancy Trainee, Security Officer II

This instructor's manual contains job analysis and training curriculum for the positions of Re-

sident Selection and Occupancy Trainee, Resident Security Aide, Resident Security Officer, Security Officer II, and Community Security Aide. The two sections of the manual and their parts are as follows: Section I: A Model Curriculum for Resident Selection and Occupancy Trainees in Public Housing Authorities and Insured Multi-Family Projects—Part I. Job Analysis, Part 2. Training Needs; Part 3. Curriculum Module and Training Schedule; and Section II. A Security Program for Public Housing—Part I. Security Defined, Local Housing Authority's Organizational Structure, Local Housing Authority Security Department Career Ladder, and Public Housing Security Department Organizational Structures; Part 2. Job Descriptions, Training Needs, Curricula; Part 3. Interrelationship between Housing Authority, Municipal Police and Community, and Summary. (DB)

ED 079 599

AC 014 543

Career Ladder and Curriculum Guide. Entry

Position: Code Enforcement Aide, Mid-Level

Position: Code Enforcement Inspector I, Goal

Position: Code Enforcement Inspector II; Entry

Position: Zoning Inspector Aide, Mid-Level

Position: Zoning Inspector I, Goal Position:

Zoning Inspector II. Instructor's Manual.

Department of Housing and Urban Development, Washington, D.C.

Pub Date Apr 73

Note—99p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Programs, *Career Education, *Career Ladders, *Curriculum Guides, Government Employees, Job Training, *Occupational Information, *Teaching Guides, White Collar Occupations

Identifiers—Code Enforcement Aide, Code Enforcement Inspector, Zoning Inspector, Zoning Inspector Aide

This instructor's manual contains two independent "volumes," Career Ladder and Curriculum Guides to Code Positions and Zoning Positions. Each guide is structured representing the progression of required and/or suggested training needed to progress from entry to journeyman levels in the requisite occupational field. The training designs are presented in a basically simple format, with lists of training materials found desirable. Each volume contains position descriptions for entry, mid-level, and goal positions, curriculum topics for the entry-level position, a sample entry-level training program, in-service training for mid-level and goal positions, curriculum topics for mid-level positions, and curriculum topics for goal positions. (DB)

ED 079 600

AC 014 544

Hansen, Glenn

Curriculum Guide: Human Relations in Management. Instructor's Manual: I, Student Workbook: II.

Department of Housing and Urban Development, Washington, D.C.; Iowa Univ., Iowa City. Inst. of Public Affairs.

Report No.—HUD-CPM-34

Pub Date Jun 73

Note—287p.; Organized by the Univ. of Northern Iowa under contract to the Univ. of Iowa

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Adult Programs, *Curriculum Guides, Government Employees, *Human Relations, Interpersonal Relationship, *Management Education, Professional Training, Supervisory Training, *Teaching Guides, *Workbooks

This publication is a reprint of the combined Instructor's Manual and Student Materials developed for a training course entitled "Human Relations in Government." The course, manuals, and materials were developed and tested over the years 1969-1970. Designed primarily for management personnel in public administration, the purpose of the course is to examine the personal interaction between a manager or supervisor and the people with whom he deals in work situations so that effective management of people can be attained. The course can be taught in a 20-hour period of 10 sessions. The course units are: I and II. Philosophy and Development of Human Relations; III. Motivating People at Work; IV. Basic Needs of Effective Employers; V. Leadership; VI. Morale and Its Appraisal; VII. Group Dynamics; VIII. Communication; and IX. Human Relations in Perspective. A suggested Student Reading List for each unit and a list of suggested supplementa-

ry reading materials are provided. The Student Materials comprise the second part of the publication. These materials are related to the nine course units. The supplementary reading materials listed in the Instructor's Manual are again listed in the Student Materials. (DB)

ED 079 601

AC 014 545

Administrators of Nursing and Personal Care Homes: Education and Training; United States - June - August 1969.

National Center for Health Statistics (DHEW), Rockville, Md.

Report No.—DHEW-HSM-73-1703

Pub Date Feb 73

Note—79p.; Vital and Health Statistics, Series 12 No. 18

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$95 postpaid, \$70 at GPO Bookstore)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, *Chief Administrators, *Educational Background, *Job Training, *Nursing Homes, Participant Characteristics, *Personal Care Homes, Questionnaires, Statistical Data, Surveys, Tables (Data)

Identifiers—*Resident Places Survey 3

This report, the first of a series based on the findings of Resident Places Survey-3, describes the education and training of nursing and personal care home administrators on the basis of information obtained by questionnaire from the administrators. The data on education and training are given by characteristics of administrators (age, employment status, length of employment as an administrator, and services performed). Survey results show that the median number of years of education for the estimated 18,390 nursing and personal care home administrators in the conterminous United States, June-August 1969, was 13.1 years; nearly 80% had completed at least 12th grade, with 51% having 1 year or more of junior college, nursing school, or college. Twenty-eight percent of the administrators held one or both associate's and bachelor's degrees; the master's and/or doctor's degree was held by 4%. A course in nursing home administration had been taken by 35% of the administrators, the modal number of courses taken being one. Other than formal training, 39% had received on-the-job training, and 23% had received other training or education in nursing home administration. Numerous tables provide the survey data, and nine figures illustrate the data. The three appendices to the report are: I. Technical Notes on Methods; II. Definitions of Certain Terms Used in This Report; and III. Resident Places Survey-3: Forms and Questionnaires (Facility Questionnaire, Administrator Questionnaire, Staff Information and Control Record, Staff Questionnaire, List of Selected Job Categories, Current Patient Questionnaire). (DB)

ED 079 602

AC 014 549

Chant, Robert J.

An Army for Action: A Domestic Assistance Program. Monograph.

Army War Coll., Carlisle Barracks, Pa.

Pub Date 26 Feb 73

Note—50p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-760 926, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Human Services, *Military Personnel, *Social Action, *Social Welfare, Technical Reports

Identifiers—*United States Army

The monograph provides an overview of the DOD Domestic Action program with emphasis on the Army's specific social and economic conditions within our society. The study centers around an examination of the concept of using military resources in conjunction with other federal agencies to help resolve selected hard-core domestic problems. Opposing opinions and arguments relating to military involvement in social welfare efforts are presented as well as selected examples of on-going programs to organize energies and resources to improve specific conditions. (Author)

ED 079 603

AC 014 550

Survey Estimate of Educational Level of Army Male Enlisted Personnel.

Office of Personnel Operations (Army), Washington, D.C.

Report No.—DAPO-PMP-56-71-E

Pub Date 31 Nov 71

Note—6p.

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-759 937, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Educational Background, *Enlisted Men, *Military Personnel, Statistical Data, *Surveys, Tables (Data)

Identifiers—*United States Army

This sample survey of military personnel, as of February 1971, provides the following data: Total Enlisted Men by Grade; Regular Army Enlisted Men by Grade; and Other Than Regular Army Enlisted Men by Grade. (Author/DB)

ED 079 604 AC 014 551
Planning Jobs for People. Annual Report, No. 5, 1 July 71-30 June 72.

Economic Development Administration (DOC), Washington, D.C.; Memphis State Univ., Tenn. Regional Economic Development Center.

Report No.—AR-5; COM-73-10794; EDA-73-034

Pub Date Apr 73

Note—78p.

Available from—National Technical Information Service, Springfield, Va. 22151 (COM-73-10794, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Community Development, *Economic Development, *Employment Programs, *Job Development, Management Development, *Manpower Utilization, Regional Planning, Socioeconomic Status, Technical Reports

Identifiers—*Tennessee

The study reports on activities which include 59 management assistance projects resulting in 1,983 jobs and payrolls amounting to \$9,097,000. In addition, the report describes work with local community leaders to make available information and techniques needed to provide public facilities in support of economic development. The report describes strategy for developing subregions in Tennessee as well as methods used by the university center for technical assistance and management projects. (Author)

ED 079 605 AC 014 552
Putnam, Carl M.

The Army's Search for Tomorrow—Why Not a Domestic Service Corps.

Army War Coll., Carlisle Barracks, Pa.

Pub Date 26 Jan 73

Note—75p.; Individual Research Report

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-761 036, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Job Development, *Management Development, *Military Personnel, Physical Environment, Research, *Social Action, Technical Reports, Urban Environment, *Young Adults

Identifiers—Civilian Conservation Corps, *United States Army

The document reviews the basic question whether the Army could administer a modern day version of the Civilian Conservation Corps (Domestic Service Corps) without reducing its contribution to the national defense effort. The Domestic Service Corps (DSC) would combine unemployed youth and Army managerial talent to resolve the urban and environmental crisis. The end result would reduce the cost of the Army, unemployment, and mobilization time while increasing the size of the officer corps. (Author)

ED 079 606 AC 014 553
Nichols, Robert S.

New Uses of Psychology in the Army.

Army War Coll., Carlisle Barracks, Pa.

Pub Date 8 Dec 72

Note—26p.; Student essay

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-760 493, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Attitudes, *Leadership Training, *Military Personnel, *Military Training, Motivation, *Psychological Services, Technical Reports, *Volunteers

Identifiers—*United States Army

The report analyzes tasks the Army must perform in the 1970's, based on current trends and the foreseeable world situations. The Army must recruit and train an all-volunteer force, develop new leadership skills, improve its morale and public image, learn better methods for internal defense operations, operate overseas, and carry out major changes in its attitudes and organizational structure. Psychological problems presented by these tasks are reviewed and psychological techniques available to help solve these problems are discussed. (Author)

ED 079 607 AC 014 554
Handbook for Directors of Continuing Education.

New York State Education Dept., Albany. Div. of Continuing Education.

Pub Date 73

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Counseling, *Adult Education Programs, Adult Students, *Curriculum Development, Guides, Program Administration, *Program Planning, *Student Teacher Relationship, *Teaching Methods

Identifiers—*New York State

This handbook is designed to aid directors of continuing education programs in New York State. The chapters of the guide are as follows: I. Overview—Why Continuing Education?; Historical Background; Goals, Purposes, and Principles; Role of the Public Schools in Continuing Education; II. Regulations of the Commissioner of Education and Interpretation of Continuing Education Regulations—Authority and Responsibility; Teacher Qualifications; Director Qualifications; Program Limitations; III. Developing the Program—Board of Education Responsibility; Role of the Chief School Administrator; Director of Continuing Education; Citizens Advisory Committee; Survey of Community Resources; Survey of Needs and Interests; Regional Coordination; IV. Curriculum Planning—Adult Elementary Education; Adult Secondary Education; General Academic; Americanization; Civic and Public Affairs; Art, Music, Drama, Crafts; Business Education; Distributive Education; Trade, Industrial, and Technical Education; Home Economics Education; Parent Education; Health and Safety Education; Miscellaneous; V. The Instructor and the Adult Learner—The Adult Learner; The Instructor; The Instructor and the Dropout; Recruiting the Instructional Staff; Staff Development; VI. Methods of Instruction—Learner's Self-Concept; Learner's Purpose; Learner's Cognitive Style; VII. Guidance and Counseling—Philosophy of the Guidance Program; Objectives; Scope of the Program; Distinctions in Counseling; Who Provides Counseling?; Counselor-Counselee Relationship; Materials; Counselor-Staff-Community Relationship; and VIII. Program Operation—Publicity and Promotion; Budget; Scheduling Classes and Activities; Registration; Records; Annual Statistical Report; Insurance; Retirement; Evaluation. (DB)

ED 079 608 AC 014 555
Reattie, J. Richard

A Study of Inner City Cooperative Extension Work in Selected States and Cities in the Northeast.

Massachusetts Univ., Amherst. Cooperative Extension Service.

Spons Agency—Department of Agriculture, Washington, D.C. Extension Service.

Report No.—Pub-90

Pub Date Apr 73

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Collection, *Extension Education, *Inner City, Interviews, *Program Descriptions, Research, *State Programs, *Urban Extension, Youth Programs

Identifiers—*Northeastern States

The objective of this study was to determine what selected states in the Northeast are doing in the area of Extension Inner City educational programs that would be of assistance to Massachusetts, other Northeastern states, and other states in the country in developing and implementing programs adapted to current societal needs. Information relating to 15 program areas were collected by interviewing Extension Directors, State Program Leaders, and Inner City Supervisors in the following cities: Hartford, Connecticut; South Providence, Rhode Island; Syracuse and New York City, N.Y.; Baltimore City, Maryland; Washington, D.C.; Camden and

Newark, N.J.; Philadelphia and Pittsburgh, Pennsylvania; and Boston. The data obtained demonstrated that a wide range of informal educational programs are being conducted within the inner cities by the Cooperative Extension Service. The focus of these programs is on locally identified needs of people. The study also shows a wide variation in the organizational structure, staffing patterns, funding arrangements, program structure, and the development of local support. It also points up the need for a close examination of Extension's current approaches to inner-city programs. The three interview outlines used in the study are provided. (DB)

ED 079 609 AC 014 556
Lee, Raymond E.

The Opportunity for a Lifetime: A Look at Continuing Education and What the Washington Community Colleges Are Doing About It.

Pub Date 15 Jul 73

Note—22p.; Paper submitted in partial fulfillment of course requirements for Education 570, Washington State Univ.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education Programs, *Community Colleges, *Participant Characteristics, *Program Descriptions, *State Action

Identifiers—*Washington State

Following a study of the educational needs of adults in the State of Washington, the 1967 Washington Legislature passed the Community College Act of 1967, which established the community college system. It was expressly stated in the purpose of the law that community services of an educational cultural, and recreational nature, and adult education should have equal emphasis with transfer courses and occupational education. The 1969 Legislature made the Community College System responsible for virtually all adult education in the state. Adult education was .3% of the total college program in 1963-65, whereas in 1968, it was 2.85%. There are six adult education categories that are approved for state support. The programs that have been initiated provide courses that extend from those who have little or no education to those who have spent a lifetime in formal training. (DB)

ED 079 610 AC 014 557
Employee Training in the Federal Service; Fiscal Year 1972.

Civil Service Commission, Washington, D.C. Bureau of Training.

Report No.—Pam-T-7

Pub Date [73]

Note—113p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (No price given)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrative Personnel, *Federal Government, *Government Employees, *Job Training, On the Job Training, Professional Training, *Statistical Data, Tables (Data), Technical Occupations

Designed for use by officials of the Federal Executive and Legislative Branches, this report provides data regarding Federal training activities, developments, and trends. Part I of the report presents statistical data regarding the amounts, types, and sources of the training provided Federal employees during FY 72 and the non-salary expenditures involved. In Part II, some highlights of agency training activities are given in relation to their contribution to improving the ability of the Federal Government to be responsive to congressional and executive mandate and the interests and concerns of the public. Part III details the principal accomplishments and activities of the Civil Service Commission in providing guidance and leadership to the Federal training enterprise and assistance to agencies in the accomplishment of their training programs and activities. In Part IV, summary tables for each of the 31 Federal Agencies that employed over 90% of the total Federal work force in FY 72 are provided. The summarized data describe levels of training activity for each of the categories discussed in Part I. (DB)

ED 079 611 AC 014 558
An Overview of the Management Awareness Program.

North Carolina Manpower Development Corp., Chapel Hill.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-37-71-47-1

Pub Date May 72

Note—43p.

Available from—National Technical Information Service, Springfield, Va. 22151 (No price given)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Disadvantaged Groups, Guides, Instructional Materials, Interpersonal Competence, *Management Education, *Personnel Management, *Supervisory Training, *Training Techniques

Identifiers—*North Carolina

This overview provides an introduction to a three-day training program designed primarily to help first line supervisors improve their effectiveness in dealing with personnel drawn from minority groups and/or disadvantaged backgrounds. Included is a brief history of the program's development and its initial utilization by management personnel from private industry and public agencies in North Carolina. For the benefit of trainers interested in the mechanics of the program, there is a detailed description of the curriculum and materials required for a training session. (Author)

ED 079 612 AC 014 559
Management Awareness Program. Instructor's Manual.

North Carolina Manpower Development Corp., Chapel Hill.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-82-37-71-47-2

Pub Date May 72

Note—149p.

Available from—National Technical Information Service, Springfield, Va. 22151 (no price given)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Behavioral Objectives, *Disadvantaged Groups, *Management Education, On the Job Training, Program Descriptions, *Supervisory Training, *Teaching Guides, *Training Techniques

Identifiers—*North Carolina

This manual provides a step-by-step description of how to conduct a management awareness training session. Included are discussions on the target audience, goals, facilities, equipment and materials, staffing, introduction into the client organization, pre-training preparation, group composition, the training schedule and a detailed breakdown of program content. A brief history of the program's development is also provided. (Author)

CG

ED 079 613 CG 006 919
Grant, Carmen Hill

Age Differences in Self-Concept from Early Adulthood through Old Age.

Pub Date 69

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Development, *Age Differences, Changing Attitudes, Individual Differences, *Older Adults, Research Projects, *Self Concept, *Sex Differences, Social Attitudes, Socioeconomic Status

Several works have suggested that life proceeds in a pattern of developmental stages characterized by expansion during the early adult years and restriction, or withdrawal, after middle age. Postulating that self-concept might also be expected to reflect this curvilinear pattern of life stages, the author explored differences in adult self-concept measures across age levels. This study assesses the self-concepts of a cross-sectional sample of 500 adults in five age groups, using the Tennessee Self-Concept Scale and Forms A and B of the 16 PF Personality Factor Questionnaire. The results support a general life-stages model of change, but the pattern is not a uniform expansion-restriction one for all factors. The self-concept changes suggest a complex pattern which may be, in part, a function of socioeconomic status, age, and social roles. Wide

variability is probably attributable to individual differences. The feelings a person reports about himself tend to become more positive with age, with crisis periods experienced in the 30's and 50's. Socioeconomic status affects reported self-concept feelings and apparently masks some areas of concern. How one views himself may be as dependent upon how one perceives his role in life as upon his age. (Author/NMF)

ED 079 614 CG 006 932

Morris, Robert And Others

1971 White House Conference on Aging: Facilities, Programs, and Services.

White House Conference on Aging, Washington, D.C.

Pub Date Apr 71

Note—68p.

Available from—U.S. Government Printing Office, Washington, D.C. 20402 (HC \$.70) Stock #5247-0020

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, Consumer Education, Facility Improvement, *Government Role, *Human Services, Laws, Legal Aid, National Programs, *Older Adults, *Program Descriptions, *Senior Citizens

This paper is presented in three parts. Part One considers the nature of the need for facilities, programs, and services for older people, sets forth long-range goals, reviews available information with respect to this area of action, and identifies major shortcomings of present approaches. Part Two is devoted to consideration of needs, goals, current knowledge, and gaps in the increasingly important areas of (A) Consumer Services and (B) Legal Services. Part Three sets forth and discusses ten issues which focus discussion on the formulation of recommendations looking toward the development of national policies aimed at providing adequate and relevant services for the older population. (Author/LAA)

ED 079 615 CG 006 994

Behrens, Robert F.

Effects of Motivation Orientation, Ability, Social Class, and Mediation on Verbal Learning.

IMRID Papers and Reports. Volume VII, No. 3. George Peabody Coll. for Teachers, Nashville, Tenn. Inst. on Mental Retardation and Intellectual Development.

Pub Date 70

Note—140p.; Ph.D. Dissertation, George Peabody College for Teachers

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Academic Ability, Doctoral Theses, *Learning Motivation, Learning Processes, *Mediation Theory, Middle Schools, Sex Differences, *Social Class, *Verbal Learning

This study examines the relative effects of motivational orientation, ability, social class, sex, and instructions to employ verbal mediation on a paired-associates (PA) learning task. One hundred ninety-two seventh and eighth grade students were categorized according to degree of Intrinsic Task Motivation (IM), ability, and social class (SES). The experimental variable was the presence or absence of instructions to form a verbal mediation between PA elements (nouns). A significant four-factor interaction (IM x Sex x Ability x Trials) was found along with one significant three-factor interaction and several two-factor interactions. There were significant main effects for Sex, Ability, and Trials. Simpler analyses were performed separately for boys and girls, each yielding significant three-factor interactions (IM x Ability x Trials). Additional subanalyses indicated that IM and Ability interact in a complex and different manner for boys and girls. Girls made fewer errors than boys, and high ability subjects made fewer errors than low ability subjects. (Author)

ED 079 616 CG 007 012

James, Ralph E.

Behavior Modification in Court and Community Treatment Programs for Juvenile Offenders.

Pub Date 71

Note—14p.; Paper presented at the American Psychological Association, 3-7 September 1971, Washington, D.C.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, *Behavior Change, *Community Programs, *Delinquent Rehabilitation, Juvenile Courts, Parent Workshops, *Performance Contracts, Rein-

forcement, Teacher Workshops, Youth Problems

Identifiers—Youth Services Center

This document describes the Rocky Mount, N.C. Youth Services Center which was established as a community-based treatment program for male juvenile offenders. Designed to work with behavior problems at their source (school, home, community), the Center utilizes community-based contingency contracting with written behavioral agreements entered into by both the boys and their parents. The Center provides a noninstitutional structure, motivational incentive system and cost effectiveness. The Center's objectives include: (1) decreasing maladaptive problem behaviors; (2) providing an effective alternative to incarceration; (3) improving self-concept and general achievement; and (4) providing management training to those working with delinquent prone youth. The report includes a review of projects using contingency contracting, data summaries of the Center's results, and a table of costs. Final conclusions are pending, awaiting factor analysis of results. (Author/LAA)

ED 079 617 CG 007 043

Phelps, William R.

Some Aspects of Sexual Integration of Mentally Retarded Females in a Multiple Disability Rehabilitation Center.

West Virginia Rehabilitation Center, Charleston. Spons Agency—Vocational Rehabilitation Administration (DHEW), Washington, D.C.; West Virginia State Board of Vocational Education, Charleston. Div. of Vocational Rehabilitation.

Pub Date 64

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educable Mentally Handicapped, Employment Services, *Females, Home Economics Skills, Job Training, *Prevocational Education, Productivity, *Vocational Rehabilitation, Work Attitudes, *Work Experience Programs

This project studied the effectiveness of an evaluation and prevocational conditioning course for young adult mentally retarded females. A group of 171 women aged 16 to 21, with IQ's in the 50 to 75 range, were housed in a multiple disability center. The eight-week program centered around activities related to domestic and homemaking employment, including instruction in daily living, domestic arts, and productive work activities. Directed toward enabling the women served to obtain employment, the project involved: (1) casefinding; (2) pre-admission processing; (3) evaluation and a course in prevocational conditioning; (4) followup services; (5) research and program development; (6) public relations; (7) staff development; and (8) advice and consultation. Twenty-five per cent of the women withdrew prior to completion of the course. Data on 59 rehabilitated clients show 41 per cent placed in the competitive labor market and 59 per cent placed as homemakers or unpaid family workers. The number of clients successfully served and rehabilitated through this project indicates a more hopeful picture for clients previously considered incapable of rehabilitation. (Author/LAA)

ED 079 618 CG 007 081

Kerlinger, Fred N.

The Study and Measurement of Values and Attitudes.

Pub Date Apr 72

Note—10p.; Paper presented at the American Educational Research Association, 3-7 April, 1972, Chicago, Illinois

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Beliefs, Concept Formation, *Definitions, Educational Research, Personal Values, Social Attitudes, *Social Values, Speeches, *Values

The author defines values, attitudes, and beliefs according to their relation to referents. A referent is a construct standing for a set or category of social objects, ideas, or behaviors that is the focus of an attitude. Attitudes and values are belief systems. Beliefs are enduring cognitions about referents; beliefs reflect the value and attitude systems to which they are related. An attitude is an enduring emotional, motivational, perceptual and cognitive organization of beliefs about referents, or sets of referents, that predispose individuals to behave positively or negatively toward the referents. A value is an or-

ganization of beliefs about abstract referents; values set judgments of "goodness" or "badness" on the referents and imply preferences for norms and standards of behavior. Referents are differentially critical to different sets of individuals, depending on their personal orientations. While great progress has been made in the measurement of attitudes, little apparent interest exists in the measurement of values. The author sees the definition of values and the distinction between attitudes and values as necessary for furthering the progress of value research. (Author/NMF)

ED 079 619 CG 007 102

Collins, Anne M. Sedlacek, William E.

A Comparison of Satisfied and Dissatisfied Users of Holland's Self Directed Search (SDS).

Maryland Univ., College Park. Counseling Center.

Report No.—RR-5-71

Pub Date 71

Note—14p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Choice, *Career Planning, *College Freshmen, Educational Planning, Evaluation, *Occupational Choice, Occupational Clusters, Personality Theories, Test Validity, *Vocational Interests

Identifiers—Hollands Self Directed Search

The Self-Directed Search for Educational and Vocational Planning (SDS) is a self-scoring, self-administering instrument designed by John L. Holland, author of the Vocational Reference Inventory. Preliminary use of the SDS led to the speculation that some people were very dissatisfied with their results and others were quite pleased. Of the 4,631 incoming freshmen at the University of Maryland who completed the SDS 485 were extremely satisfied and 343 were extremely dissatisfied with their results. The codes for these groups were compared using chi-square and t. Results indicated that a greater percent of those dissatisfied did not obtain codes with a corresponding occupation listed in the SDS booklet. Also the satisfied group received more Artistic and Investigative codes while the dissatisfied group received more Conventional codes. The possibility that the SDS favors people from upper socioeconomic levels and implications of the results were discussed. (Author)

ED 079 620 CG 007 189

McCampbell, James F.

Transactional Processes in Ford Training and Placement Program.

Chicago Univ., Ill. Ford Training and Placement Program.

Pub Date Apr 72

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Decision Making, Institutional Role, *Interaction Process Analysis, *Leadership, *Organizational Development, Role Perception, Teachers, *Team Training, Theories, Training

Identifiers—Ford Training and Placement Program, Transactional Processes

This report studies the transactional style of organizational processes which emphasizes the interaction of both role expectations and requirements of the institution, and of need-dispositions of the individual. This paper uses the Ford Training and Placement Program as a specific means of illustrating: (1) the reasons for adopting a transactional process; (2) the characteristics and effects of the process; and (3) considerations for making it successful. The study investigates such characteristics of the transactional style as: (1) structures based on the concept of parity; (2) roles defined as interfaces between groups; and (3) the prevailing process of negotiation. The report cites organizational constraints, the need of a new vehicle for feedback and change, and the value of the method itself as reasons to develop a transactional style of organizational process. (Author/LAA)

ED 079 621 CG 007 238

Resources for Career Development.

Indiana Univ., South Bend. Indiana Career Resource Center.

Pub Date 71

Note—64p.

Available from—Available from Indiana Career Resource Center, 1205 S. Greenlawn Avenue, South Bend, Indiana 46615 Att: Bibliography (No Charge)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Career Education, Career Planning, *Curriculum Guides, *Educational Resources, Elementary School Curriculum, Middle Schools, Post Secondary Education, *Resource Materials, Secondary Schools

The purpose of this volume is to provide educators, research workers, and others interested in career education with a catalog of ideas useful in promoting career development. This second edition of the bibliography identifies about 500 publications, reports, audio, video and manipulative materials available for purchase from commercial suppliers or on short-term loan from the Indiana Career Resource Center (ICRC). The content focuses on those career education resources which supplement more traditional resources normally found in libraries, learning centers, and on guidance bookshelves. Short statements describe the nature, suggested use, price and availability of entries which are appropriate for use at the elementary, middle, secondary and post-secondary levels. Technical equipment, professional resources, and test instruments available from ICRC are also listed. The ICRC offers: (1) career presentations for student groups; (2) professional group activities, workshops, and seminars; (3) community outreach activities; (4) career counseling; and (5) consultant services. (Author/NMF)

ED 079 622 CG 007 259

Doll, William E., Jr.

A Methodology of Experience: Part II, The Process of Inquiry.

Pub Date Apr 72

Note—29p.; Presented at the American Educational Research Association Meeting, 3-7 April 1973, Chicago, Illinois

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Curriculum Development, Decision Making, *Inquiry Training, *Learning Theories, Methodology, Models, *Questioning Techniques, *Student Centered Curriculum, *Student Experience

Identifiers—Dewey (John)

The first section of this paper which is the second on the same topic recapitulates the assessment of behavioral objectives originally stated in Part I, essentially to serve as a contrast to the "Dewey model" which states that goals should be determined "by" the students rather than "for" them, and hence that ends should not exist as fixed points external to activity, but rather should function as terminals of deliberation and turning points in activity. The second section develops the Dewey model in terms of inquiry and experience, while the third section deals with its implications for the curriculum. The report emphasizes the following curricular principles: (1) the field of study should be explored from the viewpoint of its practical problems and operations; (2) the students' own habits of inquiry and decision making should be explored, developed, and transformed; (3) students should be given areas in which they can exercise power, responsibility, and choice; and (4) the curriculum pattern should encourage pluralism and alternatives. (Author/LAA)

ED 079 623 CG 007 283

Muthard, John E. Salomone, Paul R.

The Future Roles of the Rehabilitation Counselor.

Pub Date Mar 72

Note—12p.; Paper presented at the American Rehabilitation Counseling Association Meeting (Chicago, Illinois, March 26-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, Counseling Services, Counselor Educators, *Counselor Role, *Futures (of Society), Program Administration, Rehabilitation, Rehabilitation Centers, *Rehabilitation Counseling, *Rehabilitation Programs, Vocational Rehabilitation

This study asked a group of 70 rehabilitation leaders to: (1) project the major tasks of the rehabilitation counselor in the future; (2) to comment upon the goals which would guide him; and (3) to speculate on the new settings in which the counselor would work, the kinds of clients he would serve and the types of services he would provide. Rehabilitation leaders were unanimous in anticipating that the 1980 counselor would work with a broader range of clients, particularly the disadvantaged, that there would be less restriction upon client selection, and that the counselor would work not only with clients who are physically handicapped but also with those

who have all kinds of adjustment problems. In the future, rehabilitation counselors will need to cope with these developments: (1) the reordering of national priorities; (2) the impact of the current manpower shortage on rehabilitation services; and (3) the calls for greater accountability on the part of counselors and agencies. (Author/LAA)

ED 079 624 CG 007 467

Resneck, Helen Kaplan, Burt

Embarrassment and Its Relationship to the Body Image and Self-Concept of the College Freshman.

Pub Date May 72

Note—13p.; Paper presented at the Midwestern Psychological Association Meeting, 4-6 May 1972, Cleveland, Ohio

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adjustment (to Environment), *Anxiety, Behavior, *Body Image, College Freshmen, College Students, *Emotional Response, Reaction Time, *Reactive Behavior, Response Mode, *Self Concept

As a situational precursor of embarrassment, this study required college freshmen to answer either innocuous or body image questions asked by an opposite sex confederate, who was gazing directly into their eyes. College freshmen were chosen because they are in the process of assimilating physical changes and new roles apart from the familiar social milieu of home and because they have already evidenced concern about their body images and how they present themselves to the opposite sex. Hypotheses tested were: (1) the behaviors correlated with embarrassment would indicate an adjustive coping response; (2) low self-concept subjects would show more embarrassment than high self-concept subjects; and (3) subjects would show more embarrassment to questions about those body parts with which they were dissatisfied and rated as being of subjective importance. Raters took behavioral measures behind a one-way mirror, while a third rater measured response time. Ratings indicated that response latency, response time, fidgeting, eye contact, redness, and laughter were embarrassment-producing measures and were the most reliable assessors of the emotion. Hypotheses (2) and (3) were not supported. (Author/LAA)

ED 079 625 CG 007 527

Clark, N. Cecil Thompson, Faith E.

Learning Skills: Review and Domain Chart.

Florida State Univ., Tallahassee. Dept. of Educational Research.

Spons Agency—Florida State Dept. of Education, Tallahassee.

Pub Date Jun 72

Note—167p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Behavior Change, *Concept Teaching, *Individual Development, *Learning Activities, Memorizing, Problem Solving, *Productive Thinking, Research Reviews (Publications), Study Skills, Teaching Skills, *Verbal Learning

A major goal of the elementary and secondary schools is to help each person become an efficient and autonomous learner. Outlined in this report are skills abstracted from the literature on such topics as verbal learning, problem solving, study habits, and behavior modification. The learner-oriented skills are presented so that they may be operationalized, taught, and evaluated. The report conceptualizes learning activities for potential management by the learner himself. Self-management of learning activities is necessary for success in higher education and all but the most routine occupations. The authors work toward the understanding and improvement of the processes of learning in the upper grades, which have been less adequately dealt with than the first three or four years of instruction. Sample objectives and items are included, with a list of selected instructional materials for learning skills. (Author/NMF)

ED 079 626 CG 007 547

Schroder, Carole A. And Others

The Relationship of the Home to "Under- or Over-Achievement."

Toronto Board of Education (Ontario). Research Dept.

Pub Date Jan 71

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Ability, Academic Achievement, *Academic Performance, Children, Elementary School Students, Family Background, Family Environment, *Family Influence, Family Relationship, Family School Relationship, Longitudinal Studies, *Mother Attitudes, *Mothers, Parent Attitudes, *Parent Child Relationship, Parent Role, Parents, Research Projects, Student Reaction, Students

Identifiers—Canada, Toronto

In order to assess the effects of home backgrounds upon a child's performance in school, data were collected from 518 students and their mothers. Interviews with mothers covered topics such as: family background and parental expectations and aspirations; parental contact with the school; use of communication media; child management and personal qualities important for the child; family income; and interviewer's rating of type and quality of the family's dwelling. Data collected from the pupils included: ability and achievement test scores; an index ranking the pupil as an under-, average- or over-achiever; teacher rating questionnaires; and children's questionnaire. Although study results identify a number of home background factors relating to achievement status and socioeconomic background, the authors feel that future studies ought to explore the influence of peer groups, the "caretaker" versus "learning environment" of different homes, and the ways in which parental occupations and educational aspirations and expectations are communicated to the child. (Author/SES)

ED 079 627 CG 007 560

Health Education: Nutrition for Grades K-6.

Instructional Objectives Exchange, Los Angeles, Calif.

Spons Agency—California Univ., Los Angeles. Center for the Study of Evaluation; Office of Education (DHEW), Washington, D.C. Div. of Comprehensive and Vocational Education Research.

Pub Date 70

Note—77p.

Available from—Instructional Objectives Exchange, Box 24095, Los Angeles, California 90024 (HC \$8.00 per set)

Document Not Available from EDRS.

Descriptors—*Behavioral Objectives, *Elementary School Students, Foods Instruction, Health, *Health Education, Instructional Programs, Kindergarten Children, Measurement, Measurement Techniques, *Nutrition, *Nutrition Instruction, Publications

This publication contains 24 objectives and related evaluation items for grades K-6. The collection is organized into the following categories: daily food choices, food processing, consumer education, nutrients from food, nutrients and disease, storage preparation methods, food in man's environment, and table manners. Three elements—the objective, six measurement items, and means of judging the adequacy of student responses—are included for each objective in the collection. Each objective is stated in operational terms and is identified by a category and a sub-category which serve to limit and define it. The behavioral aspect as well as the content of each objective have been carefully selected as a means of requiring the student to master basic concepts of nutrition. The complete collection requires acquisition of a wide range of behaviors; some objectives require only knowledge recall, while others require the student to apply his knowledge and/or analyze given problems. (Author)

ED 079 628 CG 008 029

Baron, Robert A.

Threatened Retaliation as an Inhibitor of Human Aggression: Mediating Effects of the Instrumental Value of Aggression.

Pub Date 72

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aggression, College Students, *Inhibition, Males, *Punishment, *Reinforcement, Research Projects, Values, Violence

Whereas threatened punishment proves effective under conditions where the instrumental value of aggressive behavior is quite low, the following techniques of control may work better in situations where the value of aggression is relatively high: (1) the use of restrained, non-aggressive models; (2) empathic arousal among aggressors; or (3) creation of emotional states incom-

patible with anger or overt aggression. (Author/LAA)

ED 079 629 CG 008 030

Beers, Joan S.

Self-Esteem and School Interest of Black Fifth-Grade Pupils as a Function of Demographic Categorization.

Pub Date May 73

Note—15p.; Paper presented at the Eastern Psychological Association Meeting, (Washington, D. C., May 3-5, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Demography, Elementary School Students, Interests, *Negro Students, *Racial Composition, *School Demography, School Integration, Self Concept, *Self Esteem, *Socioeconomic Status

This report identifies significant differences in self-esteem and school interest among black fifth-grade pupils when the following differ: (1) the school's racial composition; (2) the pupil's sex; (3) the pupil's socioeconomic status; and (4) the school's socioeconomic composition. The report concludes that while school districts can neither control nor alter the race, sex, or social status of their pupils, they can exert some control over the racial and socioeconomic compositions of elementary school buildings and over the selection of teachers, the amount and quality of resources in a building, and the types of programs offered. The implications are that the process of desegregation may have begun, but the process of integration has yet to begin and that socioeconomic status is as significant a variable for black children as it has been found to be for white children. (Author/LAA)

ED 079 630 CG 008 031

Beyer, Margaret And Others

Runaway Youths: Families in Conflict.

Pub Date May 73

Note—16p.; Paper presented at the Eastern Psychological Association meeting, (Washington, D. C., May 3-5, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescents, Conflict, Consultants, Consultation Programs, *Counseling Services, Family Counseling, Family Environment, *Family Problems, Family Relationship, Interagency Cooperation, *Parent Child Relationship, Parent Counseling, *Police, *Youth Problems

Identifiers—Runaway Youth

The Hamden Mental Health Service staff collaborated with the police on a joint research project concerning runaway youth. The data suggest that adolescents who run away come from broken homes where disruption during preadolescence has been associated with parental separation and remarriage. These adolescents often exhibit symptoms of depression and impulsive behavior. Many adolescents run away primarily to escape from home, to experiment with their own autonomy, or to manipulate their parents into effecting changes which would make the relationship more satisfactory. Through planning, implementing, and interpreting this preliminary study, the community has benefited in the following areas: (1) operational and training procedures in the police department have been systematized and upgraded; (2) interagency cooperation has been promoted; and (3) service for adolescents and their families has been improved. (Author/LAA)

ED 079 631 CG 008 036

Collins, Anne M. Sedlacek, William E.

Counselor Perceptions of Sexual Attitudes of Female University Students.

Maryland Univ., College Park. Counseling Center.

Report No.—RR-11-70

Pub Date 70

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, Contraception, Counseling Services, *Counselor Role, Diseases, *Females, *Sex Education, *Sexuality, *Social Attitudes, Social Behavior, Student Problems

This study dealt with the perceptions of eight University of Maryland counselors of the sex-related problems of female Maryland students. Five of the eight counselors felt that some students have not had an adequate sex education or adequate information about contraception. The counselors rated decisions involving whether to

engage in premarital sexual relations as the most relevant of ten problems to female Maryland students and rated the lack of information about venereal disease as the least relevant problem of the ten. Five counselors said research on sexual attitudes and behavior at the University of Maryland would be helpful to them in counseling students if such research were done; seven of the eight counselors would prefer a method using structured interviews with a random sample. (Author)

ED 079 632 CG 008 040

D'Evelyn, Katherine E.

Developing Mentally Healthy Children.

American Association of Elementary, Kindergarten, and Nursery Educators, Washington, D. C. Pub Date 70

Note—33p.

Available from—National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (\$1.25)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Elementary School Role, *Elementary School Students, *Elementary School Teachers, Mental Development, *Mental Health, *Personality Problems, Publications, Teacher Guidance, Teacher Influence, Teacher Responsibility, Teacher Role

This document, written primarily for teachers of young school-age children, suggests sound, corrective approaches based on the type of observations and knowledge of the student's behavior available to every teacher. Implicit in the publication is the recognition that in the vast majority of children with delays or distortions in personality development, the manifestations are evident but not yet deeply embedded by the time they get to school. The author provides the reader with a picture of what the educator can contribute to the mental health of a child, concurring with the concept of the inseparability of all forces influencing the development of the child. This volume outlines, for the teachers, areas of involvement where they can be participants in providing a corrective emotional experience for children with mental health problems. Teachers can also enhance their teaching effectiveness by giving attention to the weaknesses in ego development which are apparent. Such help can then lead to improvement in learning as well as personality functioning. (Author/SES)

ED 079 633 CG 008 042

Eddy, Regina M.

Nutrition in Today's Education—As A School Nurse Sees It.

National Education Association, Washington, D. C. Dept. of School Nurses.

Report No.—NEA-Occas-Pap-1

Pub Date 70

Note—16p.

Available from—Department of School Nurses, National Education Association, 1201 16th St., N.W., Washington, D.C. 20036 (HC-\$1.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Curriculum Guides, *Foods Instruction, Instructional Programs, *Nutrition Instruction, *Resource Units

This brief NEA newsletter addresses itself to the importance of good nutrition habits to the central nervous system which, in turn, exerts an effect on learning. Features include: (1) outlines for nutrition education in units for grades K-3, grades 4-6, grades 7-9, and grades 10-12; (2) a school breakfast project for a class of emotionally handicapped children, featuring unusual breakfast recipes; and (3) several articles by experts on the value to society of good nutrition. (CJ)

ED 079 634 CG 008 044

Feldhusen, John F. And Others

A Longitudinal Study of the Correlates of Children's Social Behavior.

Pub Date Feb 73

Note—22p.; Paper presented at the American Educational Research Association Meeting, February 26 - March 1, 1973, New Orleans, Louisiana

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Aggression, Cultural Factors, *Delinquency, *Delinquent Identification, *Longitudinal Studies, *Parent Child Relationship, *Prediction, Social Influences

Identifiers—Glueck Scale

Major contributing factors to delinquency appear to be: (1) the incompetence and indifference of teachers in dealing with underachievement and misbehavior in school; (2) parental incompetence in handling discipline; (3) lack of affective relationships; (4) poorly developed family cohesiveness; (5) strong cultural or social pressures favoring delinquent behavior; and (6) an abundance of delinquent peer models. This study collected data, in four phases, on 192 aggressive-descriptive youngsters and 192 prosocial youngsters and their families from 1961 to 1972 in an effort to predict the probability of law contacts and juvenile court appearances for each child, his social adjustment as rated by teachers, rank in high school graduating class, and academic performance. The best predictors were IQ, social adjustment, scores on the Behavior Problems Checklist and the Glueck Scale, teacher grades, sex, and school performance. Study results indicate that longrange predictions of delinquency and related conditions can be made quite accurately using multivariate analyses. Such predictions can be useful in identifying youngsters having high probability of becoming delinquent, and those particular variables for which remedial assistance may be needed. (Author/NMF)

ED 079 635 CG 008 060

Hendrick, Clyde. And Others

The Social Ecology of Free Seating Arrangements in a Small Group Interaction Context.

Kent State Univ., Ohio. Dept. of Psychology.

Spons Agency—National Inst. of Mental Health, Rockville, Md.

Pub Date 73

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Discussion Groups, Females, Group Behavior, Group Discussion, Group Dynamics, Group Relations, *Groups, *Interaction, *Intergroup Relations, Interpersonal Relationship, Males, Research Projects, Social Influences, *Social Relations, Social Values

Two experiments were conducted which studied seating distance of subjects in a small group discussion situation. In Experiment I groups of three subjects sat on cushions in a bare carpeted room along with a moderator and discussed a socially relevant issue. The distances generated by subjects' placement of their cushions served as the main dependent variable. The predominant seating pattern was a semicircular arrangement of the subjects relative to the moderator. The interaction distances chosen were within Hall's (1966) personal and social zones. In Experiment II an attempt was made to influence where subjects sat by including in the group a confederate who always sat down first either very near or far from the moderator. Results showed that subjects attempted to accommodate both the moderator and the confederate in choosing their seating positions. When the confederate sat far way from the moderator, two distinct types of seating patterns emerged, but both seemed functionally equivalent in terms of orientation and distance accommodation to the moderator and confederate. (Author)

ED 079 636 CG 008 062

House, William C.

Effects of Time Perspective on Expectancy and Subjective Evaluation of Success and Failure.

Pub Date May 73

Note—23p.; Paper presented at the Eastern Psychological Association Meeting, 3-5 May 1973, Washington, D.C.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Evaluation, *Expectation, *Failure Factors, Performance, Performance Factors, Punishment, Rewards, *Success Factors, Task Performance, Tests, *Time Perspective

An experiment was conducted to investigate the effects of time perspective on performance expectancies and the subjective evaluation of outcomes in regard to a task at which subjects had previously succeeded or failed. Subjects first succeeded or failed on either an easy or difficult task. They then stated performance expectancies and made evaluations of the affect associated with success and failure in regard to performing the task again immediately, in three weeks, or in twenty-one weeks. Results indicated a significant decrease over time for both the satisfaction associated with passing and the dissatisfaction associated with failure. Performance expectancies were significantly higher for the testing period of

twenty-one weeks in the future than for either the immediate or three weeks testing period, but this difference was evidenced only for subjects who initially passed the test. (Author)

ED 079 637 CG 008 063

Hughes, Kathryne Sheehan, Comp.

Education for Effective Parenthood: Children Are Our Business.

Home Economics Education Association, Washington, D.C.

Pub Date Apr 69

Note—24p.

Available from—National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (HC \$1.00 Stock No. 261-08400)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Adult Education, Home Economics, Home Economics Education, Home Economics Teachers, *Human Development, Individual Development, *Nursery Schools, *Parent Child Relationship, *Parent Education, *Parent Participation, Parents, Periodicals, Teaching Methods

This issue of the "Teachers of Home Economics" brings together suggestions for initiating an effective parenthood education program centered about a laboratory for the young child and suggestions for planning comprehensive home economics instruction on human growth and development. Described are examples of successful school programs that have included nursery laboratories and have found them of value in educating youth for their potential roles as parents. Although the issue is not intended to be a "techniques" manual, it includes usable guidelines for the teacher who plans a nursery laboratory in conjunction with a parenthood education program. Included in the "Resources" section is a variety of reference materials that will help both teachers and students in their study of human growth and development. (Author)

ED 079 638 CG 008 064

Israel, Joseph, A. Savitsky, Albert M.

Human Relations Laboratory for Junior High School Personnel.

Quincy Public Schools, Mass.

Pub Date Jun 72

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Counselor Evaluation, *Human Relations, *Inservice Education, *Laboratory Training, *Leadership Training, *Organizational Change, Productive Thinking, Role Perception, Secondary School Counselors, Staff Improvement

A human relations laboratory for junior high school personnel was conducted as an in-service offering by two counselors. The purpose of the laboratory was to develop in the participants an appreciation of, and a capacity to perform, three primary learning tasks: (1) generation of valid and useful information; (2) organization of choices emanating from the information and put them into action; and (3) maintenance of effectiveness through internal commitment to implementation. Each participant was carefully assessed at several points during the process to determine whether or not change occurred. Results showed marked improvement on the part of most of the participants in taking a variety of leadership roles, i.e., those involving systems modification in their own buildings. In addition, some of the participants experienced a heightened state of awareness in their own lives and began to think about how they affected other people, including students and staff. No members seemed to have suffered ill effects from involvement in the laboratory experience. Other labs of this type have been planned. (Author/NMF)

ED 079 639 CG 008 066

Johnson, Alice. And Others

Smalfry Smiles: A Guide for Teaching Dental Health in Community Care Programs.

National Institutes of Health (DHEW), Bethesda, Md. Div. of Dental Health.

Pub Date [73]

Note—64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Childhood Needs, Children, Community Programs, *Community Service Programs, Community Services, Dental Clinics, Dental Evaluation, *Dental Health, Dentistry, Guides, Health, Health Activities, *Health Edu-

cation, Health Programs, *Health Services, Hygiene, Social Services, Teachers, *Teaching Guides, Youth

This publication has been designed to help nurses, teachers, volunteers, health administrators, social workers, and other individuals in the community in improving dental care instruction for the children in a community dental care program. The publication is based on the premise that availability of dental care services does not necessarily insure utilization of these programs unless the individual recipient, the family, and the community have an awareness of the importance of oral health. To upgrade dental care programs, educational services must be made available to every child as well as to the adults who influence his learning. The educational objectives in this guide are expressed as teaching targets—what the child and his parent must do to achieve life-long dental health. The guide also includes suggested audio-visual materials and activities to enhance an educational program. (Author/SES)

ED 079 640 CG 008 070

Kriner, Richard E. And Others

Educational Approaches to the Prevention of Non-Therapeutic Use of Drugs.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C.

Report No—HumRRO-TR-73-11

Pub Date May 73

Note—86p.

Available from—(HumRRO), 300 North Washington Street, Alexandria, Virginia 22314

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Changing Attitudes, Demonstration Programs, *Drug Education, Information Needs, Institutional Facilities, *Interagency Coordination, *Military Personnel, *Participant Involvement, *Peer Acceptance, Program Descriptions

This report presents the results of a four-phase effort in which guidelines describing the qualities and characteristics of a successful drug education program were formulated. The research, conducted at Fort Knox, Kentucky, consisted of a survey on drug usage and related attitudes administered to Army personnel, and a review of civilian drug education programs resulting in suggestions for a model program, and a search of psychological literature on attitude change. Data and information obtained from these three sources formed the framework on which a set of eighteen guidelines for use in designing and implementing drug education programs was developed. Findings indicated some approaches currently used in civilian programs could be useful in military drug education programs. Continuing concern over the nontherapeutic use of drugs in the Army is reflected in Army regulations directing that drug education efforts be made. The guidelines presented in this report, while primarily developed for the use of those concerned with implementation of drug education programs in the Army, are equally applicable for use in civilian programs. (Author)

ED 079 641 CG 008 085

Moss, Bernice R. Ed.

Health Education. A Guide for Teachers and a Text for Teacher Education.

American Medical Association, Chicago, Ill.; National Education Association, Washington, D.C.

Pub Date 61

Note—446p.

Available from—National Education Association of the United States, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (HC \$5.00 & paper \$2.75)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Changing Attitudes, *Health Education, *Mental Health, Motivation Techniques, Physical Development, *Program Development, *School Community Programs, Teacher Education, Teaching Methods, Textbooks

This fifth edition of "Health Education" is offered as a guide to the changing concepts of teaching in the health field. The authors believe that the full potential of health education can be realized only when school, home and community programs are interrelated. This volume serves as a source book for teachers, a text for teacher educators, and a reference tool for others in

professions related to the school health field. With a companion volume, ("School Health Services and Healthful School Living", 1953, 1957), this book: (1) offers a comprehensive view of the school health program—education, service, and environment; (2) reviews the progress and problems of health education, with attention to its scope and scientific bases; and (3) discusses the health characteristics of children and adolescents along with attitudes and behavioral changes. The publication places emphasis on curriculum development and health education at various levels of schooling from kindergarten through college and adult education, and offers suggestions for instructional materials and resources. (Author/NMF)

ED 079 642 CG 008 088

Neufeldt, Aldred H.
Considerations in the Implementation of Program Evaluation.

Pub Date Mar 73

Note—27p.; Paper presented at the International Conference on Behavior Modification (5th Banff, Canada, March, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Contracts, *Cooperative Planning, *Methodology, Objectives, *Program Development, *Program Evaluation, Program Planning, *Research Problems, Technology, Values

Given the current, apparently favorable, climate for introducing and implementing program evaluation schema, the author questions factors mitigating against success, and variables relevant to program evaluation. He cites two types of problems: technological or instrumental problems of methodology and measurement, and evaluation process into technological versus value aspects and, in preparation for program evaluation, cites the need for the simultaneous consideration of both technological and value aspects. Besides the issues of incredibility and confidence, there are the following difficulties in program evaluation: (1) there is "no one way" to perform evaluation; (2) there is no generic logical structure that will assure a "right method of choice"; (3) evaluation ultimately becomes judgment as long as there is no ultimate ordering of priorities; and (4) the critical element in evaluation is who has the right to decide. Some specific suggestions for program evaluation conclude the report. (Author/LAA)

ED 079 643 CG 008 097

Schreiber, Daniel, Ed.

Guidance and the School Dropout.

American Personnel and Guidance Association, Washington, D.C.; National Education Association, Washington, D.C.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 64

Note—279p.

Available from—National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036; American Personnel & Guidance Association, 1605 New Hampshire Ave., N.W., Washington, D.C. 20009 (HC-\$3.00, Paper-\$2.00 Stock #731-18914)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Community Agencies (Public), *Dropouts, *Employment Potential, *Guidance Programs, Guidance Services, Job Placement, *School Community Cooperation, School Holding Power

The problem of the potential school dropout and the implications for the school counselor provide the major foci of this book. Several conclusions reached by the 11 contributors of this volume are: (1) the school dropout problem is multifaceted, demanding attention from schools and community; (2) pupil personnel have an important responsibility and contribution to make; (3) the counselor is not the only or primary agent in combating early school leaving; (4) opinion is divided concerning the effectiveness of different programs for potential dropouts; (5) the school should try to identify the potential dropout as early as possible; (6) counselors should note the crucial role of dropouts' parents and home environment; (7) unintentional and harmful attitudes and practices may exacerbate the dropout problem; (8) each community needs to reexamine its current youth programs, especially those for young people not planning to enroll in college. (Author/NMF)

ED 079 644 CG 008 098

Seaver, W. Burleigh Quarton, Richard J.

Social Reinforcement of Excellence: Dean's List and Academic Achievement.

Pub Date May 73

Note—9p.; Paper presented at the Eastern Psychological Association Meeting (Washington, D.C., May 3-5, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Academic Records, Grade Point Average, *High Achievers, *Recognition, *Reinforcers, Self Concept, Self Esteem, Social Reinforcement, Student Records

Identifiers—Deans List

Dean's list is an academic award for excellence which is potentially a powerful social reinforcer of the behaviors leading to academic achievement. The awarding of dean's list recognition should improve students' self evaluations relative to others, provide a social climate supportive of intellectual accomplishment, and enhance the academic performance of its recipients in subsequent terms. The present research assessed the effects of dean's list recognition on academic achievement using regression discontinuity analyses of student transcript data. Students who received dean's list recognition earned significantly more grade points and higher grade point average in subsequent terms than expected by extrapolation from the performance of non-dean's-list students. The present findings do indicate that the dean's list award can effectively reinforce academic achievement, at least for those students earning grade point averages just above the 3.5 cutting point. (Author/LAA)

ED 079 645 CG 008 101

Spotts, Nina R.

Divergent Cognitive Styles in Academic Overachievers.

Pub Date 72

Note—18p.

Available from—Nina Spotts, Psychology Department, Glassboro State College, Glassboro, New Jersey 08028

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Ability, Academic Achievement, *Cognitive Ability, *Cognitive Development, Cognitive Measurement, Cognitive Processes, Creativity, *Divergent Thinking, High Achievers, *Intelligence, Originality, *Overachievers

This study explored the relationship of two distinctive types of divergent cognitive styles, "cold" creativity and "hot" creativity, to academic overachievement. The "cold" divergent cognitive style was found to be a controlled, problem-solving approach to stimuli, whereas the "hot" divergent cognitive style was a freer, more impulsive response to stimuli involving more emotion. The results show that the cold divergent variable of verbal originality is significantly characteristic of the overachieving group; however, the variables of fluency and flexibility do not differentiate the groups. There was no significant difference between the overachieving group and the normal achieving group on hot divergent cognitive style. Convergent abilities were found to have little predictive power for divergent abilities at any level. Data sheets are appended. (Author/LAA)

ED 079 646 CG 008 106

Vedder, Charles B.

Drug Failure: The Theoretical Position of the Drop-Out.

Wichita State Univ., Kans.

Spons Agency—Saint Joseph Hospital and Rehabilitation Center, Wichita, Kans.

Pub Date Apr 73

Note—62p.; Paper presented at the Midwest Sociological Society Meeting, 26-28 April 1973, Milwaukee, Wisconsin

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Changing Attitudes, Christianity, *Cultural Factors, *Drug Abuse, *Drug Addiction, Health, Marihuana, *Rehabilitation, Relocation, Social Attitudes

This paper examines the theoretical position of the person who drops out of illegal drug use. A person was considered a drop-out if he admitted no longer used any or all the drugs in the following categories: marijuana, hallucinogens, speed, downers, and inhalants. A purposive sample was drawn to capture as many people fitting this criterion as possible. Two hundred and fifty

non-institutionalized subjects were contacted and interviewed. Some major quitting contingencies which appear to act across all drug categories are: the early or late occurrence of bad mental or physical experiences on drugs, geographic mobility away from the drug scene, the gradual development of meditation as a substitute for drug use, an abrupt conversion to Christianity at the height of one's career, negative social pressure from significant or more generalized others, and the widespread tendency to "burn out" or simply lose interest after long term use of street drugs. Patterns specific to each type of drug are also discussed. (Author/NMF)

ED 079 647 CG 008 112

Zastrow, Charles H.

Outcome of Black Children - White Parents Transracial Adoptions.

Pub Date May 73

Note—16p. Paper presented at the Midwest Sociological Society Meeting (Milwaukee, Wisconsin, May 3-5, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adopted Children, *Adoption, Early Experience, *Minority Group Children, Negro Youth, Parent Attitudes, Parent Child Relationship, *Parent Reaction, Placement, *Racial Factors

The purpose of this study was to investigate the outcomes of placing black and mixed-race children with white couples for adoption. The two more specific objectives were to: a) identify the specific satisfactions derived and difficulties encountered by white parents who adopted a black child; and b) assess the overall outcomes of white couples-black children adoptions. The report includes adoption procedure changes suggested by adoptive parents. An assessment of the overall outcome during the early years following placement indicates that transracial adoptions are as successful as interracial adoptions. This study provides evidence that transracial placements are a desirable form of care, at least during the first few years following placement, for the large number of parentless black children. (Author/LAA)

ED 079 648 CG 008 114

Bicycle Safety in Action.

National Commission on Safety Education, Washington, D.C.

Pub Date 64

Note—41p.

Available from—National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (HC-\$1.00) Stock No. 461-13824

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Accident Prevention, Accidents, Elementary School Students, Instruction, Junior High School Students, *Safety, *Safety Education, Student Organizations, Student Transportation, *Teacher Role

Identifiers—Bicycles

This material was designed to assist schools in teaching bicycle safety. As the population grows and competition for road space increases, it is more imperative than ever that we concentrate attention on the need for caution among pupil cyclists. The pamphlet: (1) discusses the role of bicycle safety in classroom instruction and in student organizations; (2) briefly sketches the history of bicycles; (3) discusses bicycle care and inspection, safety codes, and skill tests; and (4) concludes with suggestions for the school, police, and community groups in providing safety education for cyclists. (Author/LAA)

ED 079 649 CG 008 119

Improving Student Patrols: A Guide.

National Commission on Safety Education, Washington, D.C.

Pub Date 68

Note—21p.

Available from—National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (HC \$5.50, Stock No. 461-13814)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Accident Prevention, Accidents, Guides, Program Development, Program Evaluation, Programs, *Safety, Safety Education, *School Safety, Services, *Student Participation, Student Role, *Students, Student School Relationship, Traffic Safety

This guide outlines the benefits, operational considerations, and evaluation of the student safety patrol as an integral part of school activity which not only enriches the real-life learning of pupils but also helps prevent accidents. Several types of student patrols are discussed: building and grounds patrols, pupil transportation patrols, and pedestrian patrols. The major portion of the guide covers essential operational considerations such as: group planning; the varied roles of the administration, the safety education coordinator, the classroom teacher, and the student body; suggested policies concerning the selection, instruction, and services of patrol members; insignia and equipment; parental consent; and questions on liability of which a school needs to be aware. A final section on evaluation includes a chart designed to help the school faculty and staff construct a progress profile of the student patrol program. (SES)

ED 079 650 CG 008 121

Our Schools Plan Safe Living.

National Commission on Safety Education, Washington, D.C.

Pub Date 66

Note—33p.

Available from—National Education Association, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (HC \$.75, Stock No. 461-13908)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Accident Prevention, Accidents, *Elementary School Students, Health, Injuries, Instruction, Instructional Improvement, Publications, *Safety, *Safety Education, School Conditions, School Personnel, *School Safety, Students

This publication is intended to help school superintendents, principals, supervisors and teachers do more effective work in safety education. It is a revision of early bulletins and incorporates new material as well as comments and suggestions from more than 50 members of the safety education profession. Administration responsibility is examined in detail, including organizing a safe school environment, aiding teachers with instruction materials, securing community cooperation, and providing and using a pupil accident reporting system. Teacher and supervisor responsibility are also discussed. Suggested experiences to help children learn safe habits are included: at school, at home, on the streets, on the school buses, and during recreation. In addition, activities are listed which would be most appropriate for the individual subject matter areas. (Author/SES)

ED 079 651 CG 008 122

Where the Learning Is.

National Commission on Safety Education, Washington, D.C.

Spons Agency—Prince George's County Board of Education, Upper Marlboro, Md.

Note—20p.

Available from—National Commission on Safety Education, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (NEA Stock # 461-13958, HC \$.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Curriculum Enrichment, *Elementary School Curriculum, Elementary Schools, *Elementary School Students, *Elementary School Teachers, Instructional Improvement, Instructional Programs, Learning Experience, *Safety Education

The experience in learning safe behavior reported in this monograph evolved from a group of elementary school teachers who wanted to explore approaches which would develop safe behavior in elementary school children integrally with other learning experiences, rather than merely to pursue the inculcation of safety facts, rules, and information. Thus, the teacher-pupil experiences reported in this project give primary attention to safety as an integral part of their teaching of other basic learnings, such as science, language arts, and social studies. These experiences are designed to offer the child behavioral alternatives in subsequent situations, so that he can assess conditions of low-risk or high-risk and select the safer course of action. In this way, the participating teachers found that safety considerations become part of the child's total experience both in and out of school. (Author/SES)

ED 079 652

Bottoms, Gene

The Georgia Plan for Career Education.

Georgia State Dept. of Education, Atlanta. Div. of Program and Staff Development.

Pub Date May 73

Note—10p.; Paper presented at National Vocational Guidance Association convention (Atlanta, Georgia, May 23-27, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *Career Planning, Developmental Programs, Educational Objectives, *Individual Development, *Program Descriptions, Self Concept, Self Expression, State Programs, *Vocational Development

The paper treats career education more as a concept than as a program, an approach that cuts across all program areas and has potential for achieving many stated educational objectives. First, the term "career" is discussed, including the connotation it carries of a purposeful life pattern and of a continuous, integrating process. Second, career education is examined as a process through which an individual discovers himself, achieves a self-determined life goal, and acquires competencies necessary for achieving self-fulfillment. Third, the principles underlying the Georgia plan are outlined: (1) a comprehensive and integrated approach, (2) a developmental career education program, (3) integrated learning, (4) self development, and (5) value principles—those considered of prime importance to the career education curriculum. (Author/SES)

ED 079 653

Hoppenbrouwers, Toke And Others

[Peer Counseling.]

Pub Date Sep 70

Note—17p.; Paper presented at the American Psychiatric Association; 25-28 September 1972, Honolulu, Hawaii

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Counseling, *Counselor Training, *Crisis Therapy, Evaluation, Interaction Process Analysis, Models, *Peer Counseling, Program Planning, *Team Training, Training Techniques, *Volunteers

Identifiers—Group Assessment of Interpersonal Traits

Six graduate students responsible for the creation of a peer-counseling walk-in clinic discuss the training techniques used for peer counselors at UCLA. A psychology course featuring didactic and informational lectures, small laboratory sessions, and personal growth groups was instrumental in generating three basic attributes in the peer counselors: warmth, empathy, and genuineness. Training labs sensitized students to six interpersonal response modes: questions, advisement, silence, interpretation, self disclosure, and reflection of feelings. The presentation includes: (1) a discussion of the model used to train peer counselors; (2) an assessment of the program and of the change in students' counseling skills; (3) a summary of the program and of future plans; and (4) a suggestion that task teams constitute an alternative in graduate education on both a departmental and interdepartmental level. (Author/LAA)

ED 079 654

Revelle, Dorothy M.

Final Report of Title III—State Project No. 17-412-70-431, Male-Oriented Program for Boys—1969-1972, Shoreline Public Schools No. 412, and Final Evaluation Summary of 1971 and 1972.

Shoreline School District 412, Seattle, Wash. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date Aug 72

Note—62p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, *Elementary School Students, Elementary School Teachers, *Males, Program Descriptions, Program Evaluation, Research Projects, Student Characteristics, *Student Problems, *Student School Relationship, Teacher Characteristics

The purposes of this three-year federally funded program were twofold: first, to identify and establish a curriculum and program design which would build on the strengths of the young

CG 008 123

male child while it sought to help him overcome his weaknesses; and second, to attempt to discover or identify those teacher behaviors that produce the best results with boys. Thus, the thrust of the program reported here was the creation of a "male-oriented" environment in attitude, curriculum, and materials, while curricular concepts per se were not changed, the instructional media, activities, and classroom climate were considerably manipulated. Evaluation instruments were objective in design or were forms of standardized measurements; an evaluation of program objectives was made yearly, and a final evaluation summary is included in this document. (Author/SES)

ED 079 655

Stoddard, Kathleen B.

A Career Development General Education Seminar.

Pub Date Sep 72

Note—11p.; Paper presented at the American Psychological Association Convention, 2-8 September 1972, Honolulu, Hawaii

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Career Planning, Careers, College Students, Course Descriptions, Course Objectives, Courses, Measurement Instruments, *Program Descriptions, *Seminars, Teaching Techniques, Tests, *Vocational Counseling, *Vocational Development Identifiers—Vocational Development Inventory (VDI)

This paper presents an example of the implementation of the elements of developmental career counseling within an academic setting. A ten-week seminar, attended by 49 university student subjects, was evaluated, before and after, with the Vocational Development Inventory (VDI), the Career Activities Survey (CAS, an information seeking checklist), and the Career Assessment Form (CAF, a choice-decidedness index). Seminar objectives are stated and descriptions of various seminar sessions are included. Although significant differences were found on all three instruments and results suggest significant gains for those students participating in the seminar, the author points out that the results should be interpreted with caution since a control group was not utilized. The author further suggests that the CAS may, itself, be a treatment and that movement in the direction of "less decided" on the CAF may also represent growth. References are included. (Author)

ED 079 656

Wilson, Maurice T. Koeske, Gary F.

Sex Stereotyping in a Selected Sample of Black American Adolescents.

Pub Date 71

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescents, Black Community, Females, Identification (Psychological), *Males, *Negro Attitudes, Negro Students, *Negro Youth, Research Projects, Secondary School Students, *Self Concept, Seniors, Sex (Characteristics), *Stereotypes

The present study investigated three major hypotheses: (1) that black respondents' judgments of black targets would show greater uniformity than their judgments of white targets; (2) that, contrary to trends in white samples, black males would be perceived less positively than black females; and (3) that self-ratings for black males would be less positive than those for black females. The questionnaire was administered to 48 black male and 72 black female seniors at a predominantly black metropolitan area high school. Results indicate that although all black targets are more uniformly viewed than white men or women, black male targets are less positively viewed than black female targets. However, black male respondents' self-perception was found to be equally positive to that of black females. Data support the contention that the black family structure, devised to cope with a dominant, antagonistic white society, has produced an alteration in sex roles vis a vis the white subculture. (Author)

ED 079 657

Wright, E. N.

Special Analysis of Every Student Survey (Eight Selected Schools).

Toronto Board of Education (Ontario). Research Dept.

Pub Date Mar 71

CG 008 135

CG 008 136

CG 008 133

CG 008 152

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Family Background, Family Characteristics, Heads of Households, Research Projects, Schools, *Socioeconomic Influences, *Special Education, Special Programs, Statistical Data, *Student Characteristics, Student Distribution, *Students, Tables (Data)

Identifiers—Every Student Survey, Toronto, Canada

This document analyzes a select geographic portion of the total data collected for 'The Every Pupil Survey', a study conducted in the schools of Toronto, Canada. Tables included in the document describe the populations of the eight specific schools in comparison to that of the entire Toronto system. Data analysis indicates that: (1) the majority of the students in these eight schools were born in Canada in English-speaking homes; (2) fewer of these students come from families in the higher parental occupation categories and a larger proportion of them come from a home where there is a "Mother only-housewife" or "unemployed" head of the household; and (3) the pattern reported for all elementary students is retained in this highly specific group of eight schools. Finally, several of the tables include data on the numbers of children who are in special education programs in the eight selected schools and in the city of Toronto as a whole. (Author/SES)

ED 079 658

CG 008 177

Anderson, Richard J.

Introducing Change in School-Community Relationships Maintaining Credibility and Accountability.

Pub Date Mar 73

Note—17p.; Paper presented at the Council on Social Work Education Meeting, (San Francisco, California, February 26-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Change Agents, *Educational Accountability, Internship Programs, *Intervention, Problem Solving, Program Evaluation, *School Community Programs, *School Social Workers, *Social Workers, Student Personnel Services, Student School Relationship, Systems Approach, Team Training

Identifiers—Jane Addams Graduate School of Social Work

This speech describes the School-Community-Pupil Program of the Jane Addams Graduate School of Social Work designed to adjust not only the child to school, but also the school to the child. The program educates social work students to team up with other professionals to effect changes needed for groups of children. Through courses emphasizing the institutional aspects of the school, program evaluation, and intervention strategies for change, and through a year's internship stressing human relations and self-assessment skills, students learn to maintain credibility with the client system and professional associates while fulfilling the accountability function. In seminars, social work students learn to use recordings, communication, and evaluation to achieve accountability. The author presents examples of student developed objectives and timelines, created for specific intern projects. (Author/LAA)

ED 079 659

CG 008 202

The Juvenile Court: A Status Report.

National Inst. of Mental Health, Rockville, Md.

Center for Studies of Crime and Delinquency.

Report No.—DHEW-Pub-HSM-73-9073

Pub Date 73

Note—28p.; Formerly DHEW-Pub-HSM-72-9115 Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (HC-\$0.35) Stock No. (HSM) 73-9073

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Court Litigation, *Delinquency, Due Process, *Federal Legislation, *Historical Reviews, *Juvenile Courts, Laws, *Youth Problems

This brief monograph provides an historical perspective of the development of juvenile courts which, instead of developing as intended, have become paternalistic and punitive, paralleling the impact of a criminal court. The report examines the jurisdiction of the juvenile court as an organization, its judicial and prejudicial procedures, its use of detention, and its transfer of offenders to the adult criminal justice system. In conclusion, the report finds that, although the battle for

procedural reform of the juvenile court has basically been won, nothing in the procedural revolution will: (1) keep runaways out of the institutions; (2) renovate uninhabitable housing which gives birth to so many juvenile problems; or (3) persuade parents to stop filing complaints of ungovernability on their children. The juvenile courts will continue to serve as the public repository of the private sector's failures. The need now is to examine seriously those conditions that produce a system that is not only unjust, but unsuccessful. (Author/LAA)

ED 079 660

CG 008 217

Piercy, Fred P.

Adlerian Counseling for Parent Education.

Pub Date May 73

Note—10p.; Paper presented at the American Personnel and Guidance Association, (Atlanta, Georgia, May 23, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Failure, Behavior Problems, Childhood, *Counseling Theories, Family Counseling, Family Environment, *Family Relationship, *Helping Relationship, Misbehavior, Parent Child Relationship, *Parent Counseling, *Parent Education, Youth Problems

Identifiers—Adlerian Counseling

The helping professions must aid parents in understanding their children and in providing parents with methods to improve family relationships. Adlerian counseling is presented as one potentially useful method of reaching this goal. The basic principles and democratic philosophy of Adlerian counseling are outlined, and emphasis is placed on the educational aspects of the approach. A case history is also included to exemplify various Adlerian techniques of dealing with typical childhood problems of misbehavior and academic failure. If we are beneficially to affect children's home environments on a large scale, we must share useful counseling skills with parents themselves. (Author/LAA)

ED 079 661

CG 008 218

Piercy, Fred P.

Broadening the Scope of Elementary School Counseling: Some Adlerian Strategies.

Pub Date 72

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Agencies (Public), Consultants, Consultation Programs, *Developmental Guidance, Elementary School Counseling, *Elementary School Counselors, Elementary School Guidance, *Environmental Influences, Family Counseling, Family Environment, Group Counseling, Guidance Centers, *Guidance Services, Models, Social Environment

Identifiers—Adlerian Counseling

The elementary school counselor appears unable to provide adequate services for all children simply through individual and small group counseling. However, the educational, counseling, and consultative aspects of the Adlerian counseling model offer unlimited possibilities for expanding developmental guidance throughout each child's school and home environment. Since the child functions within a social environment, the Adlerian counselor emphasizes working with those with whom the child has direct contact. Several potentially far-reaching Adlerian strategies are presented which the elementary school counselor, whatever his psychological orientation, may find helpful in broadening the impact of developmental guidance. (Author)

ED 079 662

CG 008 223

Birk, Janice M. Tanney, Mary Faith

Career Exploration for High School Women: A Model.

Pub Date May 73

Note—27p.; Paper presented at the American Personnel and Guidance Association, (Atlanta, Georgia, May 23-27, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Choice, Career Planning, Feedback, *Females, High School Students, *Models, *Occupational Aspiration, *Role Perception, Role Playing, Secondary School Counselors, Stereotypes

Designed for high school women at the sophomore level, this program is intended to act as a catalyst for exploration of career goals with a heightened awareness of the influence of sexism

and stereotypic attitudes regarding women's roles. Together with three special activity periods, there is continued assistance by the high school counselor in the exploration of careers, but in a less formalized or structured manner (e.g., directing toward sources of information, suggesting parental conferences, etc.). The activities utilized for this program consist of various role playing situations, group fantasies, small group feedback opportunities, a "careergram" measuring participants' consideration of unconventional (for females) occupations, and a discussion of the pervasive myths regarding women's work habits. The formal and informal assessments of this program and concrete suggestions for implementing career counseling programs for high school women will be presented. (Author/LAA)

ED 079 663

CG 008 233

Smith, R. Douglas

Facilitating Career Development Through Decision-Making: A Pilot Study.

Appalachia Educational Lab., Charleston, W. Va.

Pub Date Mar 73

Note—19p.; Paper presented at the American Educational Research Association, February 26 - March 1, 1973, New Orleans, Louisiana

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior, College Students, *Counseling Effectiveness, *Decision Making, *Developmental Guidance, Interests, *Occupational Choice, Pilot Projects, Social Influences, Student Interests, Values, *Vocational Development

The primary purpose of this study was to compare an experimental guidance treatment, an individual counseling treatment, and a control treatment for effectiveness in the career development of college students. In addition, comparisons were made between the two counseling treatments on the basis of the student's assessment of his counseling experience. The investigation was designed to provide answers to the following questions: (1) Are the treatments equally effective in facilitating male and female university students' career development? (2) Are the experimental guidance and individual counseling treatments equally effective in terms of student ratings? The experimental treatment utilized an independent assignment, a large group meeting, and small group counseling sessions to discuss decision making, values, interests, behavioral traits, and social influences. Results indicated that freshmen and sophomore university students participating in the experimental guidance treatment advanced further in their stage of career development than students participating in the individual counseling treatment. (Author/LAA)

ED 079 664

CG 008 261

Marchbanks, Janice

Examples of New Student Personnel Programs Created to Meet the Needs of Diversified Community College Student Bodies.

Pub Date Jun 73

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Organization, *Community Colleges, Counseling Services, *Decentralization, *Junior College Students, Nonprofessional Personnel, Orientation, Paraprofessional School Personnel, *Student Personnel Programs, *Student Personnel Services

The open-door philosophy and the resulting diversification of the community college student body require that student personnel programs improve their services. This paper describes and analyzes new practices in student personnel services that attempt to make the open door philosophy a reality. The report briefly describes decentralization of counseling services which aims to provide better communication between faculty and counselors, to make counselors more aware of curriculum, to improve instruction through faculty-counselor consultation, to provide counseling services to more students, and to improve advising programs. The paper cites changes in orientation programs designed to help students assess themselves, and to become acquainted with the campus, community, and college programs. Other discussion focuses on the use of nonprofessional support in academic advising and the proliferation of new forms of counseling services. (Author/LAA)

ED 079 665

CG 008 262

Stuhr, C. A. Wright, E. N.

Marks and Mobility in a Downtown School.

Toronto Board of Education (Ontario). Research Dept.

Pub Date May 68

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Academic Performance, *Elementary School Students, Ethnic Groups, Family Environment, Family Influence, *Family Mobility, Grades (Scholastic), Mobility, Motivation, Research Projects, Student Adjustment, *Student Mobility, Student Problems, Students

Identifiers—Canada, Toronto

This is the second of two reports dealing with the residential mobility patterns of children attending an urban elementary public school in Toronto, Canada. The present study aimed to discover whether a significant relationship exists between residential mobility and academic achievement. Children of the 158 parents interviewed for the study were divided into three mobility groups. Results obtained from the parent interviews and from examination of student records do not support the thesis that mobility, in and of itself, affects significantly, the academic performance of elementary school children. Findings indicate that the relationship between past mobility and overall academic performance is significant only among the Anglo-Saxon subgroup of the sample, suggesting that the reasons for which people move are more important than the move itself. The authors conclude that while achievement motivation may in some cases be associated with mobility, it may also be associated with a conflict in the home environment. (Author/SES)

CS

ED 079 666

CS 000 532

Dawson, Mildred A., Comp.

Developing Comprehension Including Critical Reading.

International Reading Association, Newark, Del.

Pub Date 68

Note—269p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (Order No. 603, \$3.50 non-member, \$3.00 member)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Cognitive Processes, Conference Reports, *Critical Reading, Developmental Reading, *Reading, Reading Ability, *Reading Comprehension, Reading Instruction, Reading Processes, Reading Research, *Reading Skills

This book is a compilation of selected papers on comprehension and critical reading that have appeared in the annual "Proceedings in Invitational Addresses, 1965," or have been published in the journals of the International Reading Association. The articles have been grouped under several headings: (1) the nature of comprehension in reading; (2) the developmental sequences and levels of comprehension as pupils progress from reading lines to reading between and beyond the lines; (3) the impact on reading which the nature of our American English language may have; (4) contextual clues as they apply to the reader's ability to grasp the ideas in passages; (5) barriers to comprehension; (6) instructional procedures; (7) critical reading; and (8) significantly related articles which do not fall exactly into any of the seven preceding categories and which have only an oblique relationship to comprehension. The book concludes with a selected bibliography of articles that have some relation to comprehension but do not deal directly with it. (Author/WR)

ED 079 667

CS 000 570

Cheek, Earl Herman, Jr.

The Development of a Hierarchy for Teaching Phoneme-Grapheme Correspondences in Beginning Reading.

Pub Date 72

Note—160p.; Ph.D. Dissertation, The Florida State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-10,322, MF \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Elementary Grades, *Phoneme Grapheme Correspondence, *Readability, Reading, Reading Instruction, Reading Materi-

als, Reading Processes, *Reading Research, *Vocabulary

The problems stated for this investigation were: (1) to determine the order of introduction of the common phoneme-grapheme correspondences needed for use in decoding of written words introduced in the elementary grades, and (2) to ascertain at what specific readability level a particular graphic option occurred most frequently. A master word list was developed for readability levels 1.0-5.0 by extracting words from each of the following word lists: A Revised Core Vocabulary; A Basic Vocabulary for Grades 1-8, An Advanced Vocabulary for Grades 9-13; Basic Elementary Reading Vocabularies; Word Frequency Book; and Computational Analysis for Present-Day American English. For every level, 1.0-5.0, each phoneme was classified according to its corresponding graphic option. These classifications were analyzed as to the readability levels at which they occurred in the most frequently used words. This analysis provided a listing of phoneme-grapheme correspondences which appeared most frequently in words at each level. The findings suggested that a hierarchy for teaching phoneme-grapheme correspondences does exist and should be used for developing a scope and sequence for teaching these correspondences at readability levels 1.0-5.0. (Author/WR)

ED 079 668

CS 000 571

Carstensen, Leone Mabel

Language Experiences Found in Teacher Guides for First Grade Reading Textbooks.

Pub Date 72

Note—198p.; Ph.D. Dissertation, The University of Arizona

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-6728, MF \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Beginning Reading, *Grade 1, Grammar, *Language Experience Approach, Primary Grades, Reading, Reading Instruction, Reading Materials, *Reading Programs, *Reading Research, Surface Structure, Syntax, Teaching Methods, *Textbook Research

This study investigated the extent to which the language base as described in the three strands of the Language Experience Approach Rationale is provided for in the first grade reading textbook teacher guides adopted by the state of Arizona. Language experiences in a random sample consisting of five pages from each of the 77 books included on the adopted list were collected and tabulated. Each activity was classified according to an evaluation instrument based on the 20 language experiences suggested by the Language Experience Approach Rationale. Major conclusions included: (1) activities providing for a language base in first grade reading textbook guides on the Arizona adopted list show differences in emphasis among the Phonological, Syntactic-Morphological, and Semantic structures of language; (2) the greatest emphasis in the adoption as a whole is on the Syntactical-Morphological structure of language; (3) secondary emphasis in the adoption as a whole is on the Semantic structure of language; (4) a considerably lower emphasis in the adoption as a whole is on the Phonological structure of language; and (5) the twenty language experiences suggested by the language experiences rationale differed in the provision made for them in the combined adopted materials. (Author/WR)

ED 079 669

CS 000 572

Jensen, Louise Jones

A Psycholinguistic Analysis of the Oral Reading Behavior of Selected Proficient, Average and Weak Readers Reading the Same Material.

Pub Date 72

Note—192p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-5408, MF \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Elementary Grades, Grade 2, Grade 6, *Oral Reading, Reading, *Reading Ability, Reading Achievement, Reading Comprehension, Reading Development, *Reading Processes, Reading Research, *Reading Skills Through a descriptive analysis of the oral reading behavior of three groups of readers, this study compared the oral reading behavior of proficient

readers with that of readers who use less effective reading strategies. The subjects were five proficient second grade readers, five weak sixth grade readers and five highly proficient sixth grade readers. The subjects each read the same third grade story orally. The reading was tape recorded and analyzed by means of the Goodman Taxonomy of Reading Miscues. Some of the results of the study indicated: (1) when the proficient readers miscued, their substitutions showed less graphic similarity to the text item than did those of the weaker readers; (2) the miscues of the proficient readers resulted in a higher percentage of syntactically acceptable sentences; (3) the degree of success in retaining meaning was much higher in the proficient readers; (4) the number of miscues involving intonation was not significant; (5) the proficient readers made changes at the phrase level with a larger percentage of their miscues than did the other groups; and (6) the word level of substitutions of the proficient readers showed a much higher relationship to the text than did those of the weaker readers. (Author/WR)

ED 079 670

CS 000 573

Ellington, Billie Jean

Evaluation of the Cloze Procedure as a Teaching Device for Improving Reading Comprehension.

Pub Date 72

Note—169p.; Ed.D. Dissertation, University of Georgia

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-5686, MF \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Cloze Procedure, Grade 11, Reading, *Reading Comprehension, Reading Development, *Reading Research, *Reading Skills, Reading Speed, *Secondary Education, Vocabulary

This study evaluated the effect of the cloze procedure in the development of comprehension, vocabulary, and speed of reading by comparing the scores on the Cooperative English Tests; Reading Comprehension of a group receiving cloze reading comprehension exercises, a group receiving conventional reading comprehension exercises, and a group receiving no reading comprehension exercises. The subjects, 81 eleventh grade students, were randomly assigned to one of the three treatment groups. The cloze treatment consisted of 75 cloze comprehension exercises constructed by an every-tenth-word deletion system from the Power Builders in the SRA Lab IIIA. The conventional reading treatment consisted of 75 conventional reading comprehension exercises from the Power Builders in the SRA IIIA. The no-reading group received regular English instruction. Multivariate analysis of covariance was used to test the hypotheses. Analysis of the data revealed that no significant differences existed among the vectors of adjusted means for a group receiving cloze reading comprehension exercises, conventional reading comprehension exercises, and no reading comprehension exercises. (Author/WR)

ED 079 671

CS 000 574

Covey, Donald David

An Analytical Study of Secondary Freshmen Bilingual Education and Its Effect on Academic Achievement and Attitude of Mexican American Students.

Pub Date 73

Note—204p.; Ed.D. Dissertation, Arizona State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-5305, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, *Bilingual Education, Cognitive Development, English, Ethnic Groups, *Grade 9, Mathematics, *Mexican Americans, Reading, Reading Research, Secondary School Students, Self Evaluation, *Student Attitudes

The purposes of this study were (1) to determine whether the cognitive achievement in the academic disciplines of English, mathematics, and reading by ninth grade Mexican American students enrolled in a bilingual program was significantly different from that of ninth grade Mexican American students enrolled in a regular program; and (2) to determine if attitudes toward self,

school, peers, and teachers were significantly different for ninth grade Mexican American students enrolled in a bilingual program than for ninth grade Mexican American students enrolled in a regular school program. Two hundred randomly selected ninth grade Mexican American students were administered the Iowa Test of Educational Development, Test 3 and Test 4; the Stanford Diagnostic Reading Test, Level II; and the Nebraska Attitude Inventory. Data from these tests were analyzed using a one-way analysis of variance significant at the .05 level of confidence. The findings indicated that, with the exception of mathematics, there were statistically significant differences between groups in the academic discipline of English and the area of reading. There was also a statistically significant difference between groups on attitudes toward self, school, peers, and teachers. (Author/WR)

ED 079 672 CS 000 576

Jennings, Robert Edmond

The Effectiveness of Microfiche Copies of Trade Books on Selected Fourth-Grade Children's Reading Achievement, Reading Attitudes, and Use of Library Books.

Pub Date 72

Note—167p.; Ed.D. Dissertation, University of Georgia

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-5718, MF \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Childrens Books, *Grade 4, *Independent Reading, *Microfiche, Reading, Reading Achievement, Reading Comprehension, Reading Instruction, Reading Interests, *Reading Materials, Reading Research, Vocabulary
Microfiche copies of 112 children's trade books and two Xerox Classmate Readers were put into three fourth-grade classrooms to assess their effect on children's reading achievement, attitudes toward reading, the use of library books. The microfiche copies of the trade books were matched title-for-title with hardbound books shelved with the regular school library collection. One hundred forty-two fourth graders were divided into experimental and control groups. The pupils were allowed twenty minutes daily for independent reading. The pupils could choose to read books of their own, library books, paperbacks, or magazines. The experimental group children had the same choices, plus the option of reading microfiche materials. The children were tested on a pretest-posttest basis to evaluate reading vocabulary, reading comprehension, and attitudes toward reading. There were no significant differences found between control and experimental groups for attitudes toward reading, for reading vocabulary, or for reading comprehension. The main effects of race and the interaction of treatment X race for vocabulary and for comprehension were statistically significant at the .05 level. (Author/WR)

ED 079 673 CS 000 577

Holmes, Charles Curtis

Specific Effects of Test Anxiety on Reading Comprehension as Measured by the Cloze Procedure.

Pub Date 72

Note—98p.; Ph.D. Dissertation, University of Georgia

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-5714, MF \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Anxiety, *Cloze Procedure, *Grade 4, Reading, Reading Achievement, *Reading Comprehension, *Reading Research, Reading Skills, Testing, Testing Problems
Identifiers—Sarason Test Anxiety Scale

This study was designed to determine the effects of test anxiety level and defensiveness (lie scale) level on reading comprehension of fourth grade boys as measured by the cloze procedure. The subjects, 253 male fourth graders, were administered Sarason's Test Anxiety Scale for Children and the lie scale of the General Anxiety Scale for Children. Based on the results of these tests, 134 subjects were selected to be placed in six experimental groups comprised of all combinations of three anxiety levels and two lie scale levels. These subjects were then administered a forty-item cloze reading comprehension test.

Vocabulary grade equivalents were obtained as a covariate measure in addition to supplementary variables of reading and test times. Results of the supplementary analyses of variance indicated little effect of anxiety or defensiveness on the cloze comprehension factor. However, results from analyses on vocabulary, reading times, and test times indicated general support that anxiety and defensiveness are inversely related to reading performance. The relatively greater inhibitory strength of the lie scale scores versus the anxiety scores was not supported. (Author/WR)

ED 079 674 CS 000 578

Sares, Marianne K.

The Development, Implementation, and Evaluation of Six Experimental Programs in Automated Reading Instruction.

Pub Date 72

Note—306p.; Ph.D. Dissertation, Northwestern University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-10,283, MF \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Autoinstructional Aids, *Disadvantaged Youth, *Grade 4, Instructional Aids, Programed Materials, Reading, *Reading Instruction, Reading Materials, *Reading Research, Reading Skills

This study describes the writing, refining, and field testing of six experimental reading skill programs using the branching method of automated programed instruction. Two hundred inner-city fourth grade students were divided into two groups, low and average, on the basis of stanine scores of a previously administered achievement and IQ test. The experimental design was a 2 by 3 factorial with two levels of ability and three treatments. The three treatments consisted of two instructional procedures: subjects receiving training through automated reading programs; subjects receiving training in automated mathematics programs; and a control group in which the subjects did not receive automated instruction. The length of the experimental period was six weeks, with a testing period preceding and following that period. Each student in the treatment group worked in the Autotutor Center and was assigned materials three times a week for a twenty-minute period. The results tended to support the hypothesis that the use of automated reading instruction facilities learning for inner-city pupils. (Author/WR)

ED 079 675 CS 000 579

Gwainey, Wayne Keith

Reading in Upward Bound: An Evaluation of a Reading Improvement Course and an Analysis of Some Correlates of Reading Achievement.

Pub Date 71

Note—131p.; Ed.D. Dissertation, University of Georgia

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-2486, MF \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Disadvantaged Youth, Listening Comprehension, Reading, Reading Ability, *Reading Improvement, *Reading Programs, *Reading Research, Reading Skills, *Secondary School Students

Identifiers—Upward Bound Program

The purpose of this study was to evaluate a seven-week reading improvement course for Upward Bound students and to analyze select correlates of reading achievement. Sixty Upward Bound students attending a summer session at Murray State University in Murray, Kentucky, served as the sample. The subjects were randomly assigned to an experimental group that took the reading improvement course or to a control group that had no reading course. Prior to the beginning of the summer session, all students took the following tests: Kuhlmann-Anderson Test (K-AT); Brown-Carlson Listening Comprehension Test (B-CLCT); Edwards Personal Preference Schedule (EPPS); California Test of Personality-AA (CTP); and California Reading Test-W (CRT). Posttest, given at the end of the session, included CTP-BB and CRT-X. A delayed posttest, CRT-Y, was given ten weeks after termination of the treatment. The results indicated that the reading improvement course was not effective in raising posttest reading achieve-

ment scores of the experimental group. Listening comprehension was found to have a higher correlation with pretest reading achievement for the entire sample than intelligence. Intelligence and listening comprehension were significantly related with a correlation of .84. (Author/WR)

ED 079 676 CS 000 582

Raetsch, Frederick Carl

The Effect of Affective and Cognitive Training upon Attitudes Toward Students, Tutoring Performance, and Academic Achievement of Students in a Reading Methods Course.

Pub Date 72

Note—146p.; Ph.D. Dissertation, University of Georgia

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-5767, MF \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, *Affective Objectives, *Cognitive Objectives, *Preservice Education, Reading, Reading Instruction, *Reading Research, *Tutoring

Two sections of a reading methods course were selected to determine the effect of affective and cognitive treatment sessions upon the attitude and performance of preservice teachers. School children with reading problems were tutored by the preservice teachers, and the children's attitudes and reading abilities were tested. The pre- and post-test battery for the preservice teachers consisted of the Minnesota Teacher Attitude Inventory (MTAI), California F Scale, Nelson-Denny Reading Test, and a Reading Skills Test. The teachers were rated with a Supervisory Rating Sheet during tutoring. The students took the Stanford Diagnostic Reading Test and a Reading Attitude Index. Forty-six pairs of test scores were used in the statistical analyses. Some of the results indicated: (1) no significant differences on the time or treatment main effects or time X treatment interaction for MTAI, California F Scale, Reading Skills Test or the Stanford Diagnostic Reading Test; (2) a significant difference favoring Time 2 on the Nelson-Denny Reading Test; and (3) no significant differences for the affective and cognitive treatment groups on any test except for the Supervisory Rating Sheet, which favored the affective group. (Author/WR)

ED 079 677 CS 000 589

Smith, Arthur Edward

The Effectiveness of Training Students to Generate Their Own Questions Prior to Reading.

Pub Date 72

Note—155p.; Ph.D. Dissertation, Syracuse University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-9566, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Developmental Reading, *Grade 7, *Questioning Techniques, Reading, Reading Ability, *Reading Comprehension, Reading Instruction, *Reading Research, Reading Skills, Teaching Methods

The purpose of this investigation was to determine the effectiveness of training students to generate their own questions prior to reading. The subjects were 116 seventh grade students enrolled in a junior high school developmental reading course. Three groups were formed: subjects receiving experimental treatment A, subjects receiving experimental treatment B, and control subjects. Treatment A began by exposing students to the nature of questioning. Then they were taught the use of title, subheadings, and illustrations as preview clues for raising questions. Treatment B incorporated the major features of the A groups. However, within the fifteen-lesson sequence, training in asking questions was extended over more lessons before instruction in previewing began. The results indicated that both treatment methods enable students to ask significantly more pre-reading questions. No differences were found in performance on the standardized comprehension test or in the ability to ask questions after reading a selection. When treatments A and B were compared, no significant differences were noted, suggesting that both methods produce similar results. (Author/WR)

ED 079 678

CS 000 595

Hughes, John M.

Aids to Reading.

Pub Date 70

Note—128p.

Available from—Evans Brothers Limited, Montague House, Russell Square, London WC1B 5BX (1 pound, 25 pence)

Document Not Available from EDRS.

Descriptors—*Beginning Reading, Developmental Reading, *Elementary Grades, Initial Teaching Alphabet, Phonics, Programed Materials, Reading, Reading Development, *Reading Games, *Reading Instruction, *Reading Materials, Reading Material Selection, Remedial Reading, Teaching Machines

This book is a collection of materials, activities, and suggestions for the teaching of beginning and developmental reading. Chapter 1, "The Problem," discusses the importance of early identification of children with possible reading problems, the reading program, and remedial teaching. Chapter 2, "A Selection of Reading Games and Activities," discusses preparation for reading, helping language development, helping visual discrimination, helping auditory discrimination, helping left to right progression, word recognition, and phonics. Chapter 3, "The Use of Programed Materials and Teaching Machines," discusses a number of specific commercial programed materials, teaching machines, tape recorders, and filmstrips. Chapter 4, "Other Reading Aids and Media," looks at other commercial reading programs and aids. Appendixes and suggestions for further reading are included. (WR)

ED 079 679

CS 000 599

Kimbrough, James Daniel

A Study of the Recreational Reading of Fourth, Fifth, and Sixth Grade Children.

Pub Date 72

Note—188p.; Ed.D. Dissertation, The University of Alabama

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-8003, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Elementary School Students, Grade 4, Grade 5, Grade 6, Independent Reading, Reading, *Reading Interests, *Reading Materials, *Reading Research, *Recreational Reading

The problem of this study was to determine types of books selected for recreational reading by children in grades four, five, and six in fifteen schools, how the children ranked the books according to preference after reading them, their stated reasons for selections, and their reasons for indicated strong preferences. A total of 2,765 children from fifteen elementary schools (958 fourth graders, 907 fifth graders, and 900 sixth graders) were included in this study. There was 1,380 boys and 1,385 girls—1,453 white and 1,312 black children. Each child kept a record of his recreational reading during a six-week period on a Reading Record Card. For each book read the child listed the title of the book, indicated whether he read all of the book, and gave a reason for selecting the book. On the reverse side of the card the child listed in order the three books he enjoyed most and gave his reasons. Results of the study indicated that the largest number of books selected were classified in the categories of Animal Stories, Humorous, Biography, and Mystery. Sixth grade children selected the highest average number of books. They were followed in order by children in grade four and grade five. The children most often enjoyed their favorite books because they were funny. (Author/WR)

ED 079 680

CS 000 600

Hurta, Marilyn Jane

The Relationship Between Conservation Abilities on Selected Piagetian Tasks and Reading Ability.

Pub Date 72

Note—118p.; Ed.D. Dissertation, East Texas State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-4439, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Elementary School Students, Reading, *Reading Ability, Reading Difficulty,

Reading Level, *Reading Research, *Retarded Readers

Identifiers—*Piagetian Tasks

The purpose of this study was to determine the relationship between the child's ability to conserve and reading ability. Two groups of 25 children, ages 7.0 to 8.5 were selected as subjects. One group of children was classified as reading disabled and the other as non-reading disabled. Each child was administered the Concept Assessment Kit—Conservation, a standardization of Piagetian tasks, and the Durrell Analysis of Reading Difficulty. The Concept Assessment Kit measured conservation of two-dimensional space, number, substance, continuous quantity, weight, discontinuous quantity, length, and area. Each child was classified according to his level of function and his stage of development on all tasks. Classification for the level of functioning was either conservor, non-conservor, or at the transitional level. A Chi-square value was calculated for each hypothesis formulated. The results supported the following conclusions: (1) the only significant differences which exist between children classified as reading disabled and non-reading disabled were found in the conservation of length on Task A and in the stage of development on all tasks administered; and (2) there appears to be a relationship between the child's level of functioning on specific conservation tasks and specific reading sub-tests of the Durrell Analysis. (Author/WR)

ED 079 681

CS 000 603

McCreedy, Michael Andrew

The Effects of Phonemic-Graphemic Correspondence Problems upon Reading Comprehension of Black Non-Standard Speakers of English.

Pub Date 72

Note—149p.; Ph.D. Dissertation, The University of Alabama

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-8048, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Elementary Education, Grade 5, Grade 6, Grade 7, *Negro Students, *Nonstandard Dialects, Oral Reading, *Phoneme Grapheme Correspondence, Reading, *Reading Comprehension, *Reading Research, Reading Skills, Sex Differences, Silent Reading

This study attempted to determine the extent to which phonemic-graphemic correspondence problems adversely affect reading comprehension among black children who are nonstandard speakers of English. An instrument requiring both silent and oral reading was devised by the investigator to test the effects of phonemic-graphemic correspondence problems upon the reading comprehension of a group of 60 black children, randomly selected from grades five, six, and seven. Twenty students were selected on each of the three grade levels, and there was an equal number of males and females on each level. The test was administered individually to each child and the entire session, in each instance, was taped for the purpose of recording responses to the investigator's questions. The pronunciations of the problem-words were recorded for purposes of phonetic transcription. The findings indicated that neither sex nor age was a statistically significant factor in determining ability to distinguish problem phonemic-graphemic correspondences. The findings also indicated that a significant relationship did exist between students' abilities to distinguish problem phonemic-graphemic correspondences in silent and in oral reading. (Author/WR)

ED 079 682

CS 000 604

Stafford, Gerald Edward

An Examination of the Effects of Three Testing Techniques on Word Accuracy, Comprehension, Rate, and Percentages of Semantic Substitutions in Oral Reading.

Pub Date 72

Note—175p.; Ph.D. Dissertation, University of Maryland

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-9724, Mfilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Elementary Grades, Grade 3, Grade 6, *Oral Reading, Reading, Reading Ability, Reading Achievement, *Reading Com-

prehension, Reading Instruction, *Reading Research, *Reading Skills, Reading Speed

This study investigated the relationships between three testing techniques and performance on four dimensions of oral reading performance. The three testing techniques were careful reading, reading for specific purposes, and reading for general purposes. The four dimensions of oral reading performance on which comparisons were made involved oral reading word accuracy, comprehension, rate, and the percentages of semantic substitutions. Forty-five third grade students and 45 sixth grade students were selected as subjects for the study. These subjects were then randomly assigned to one of three treatment groups. Each subject was requested to read orally in a manner dictated by the treatment group to which he had been assigned. The materials from which subjects read were the appropriate passages from Form A of the Gilmore Oral Reading Test. Measurements for oral reading word accuracy, comprehension, rate, and percentages of semantic substitutions were computed for each subject. An analysis of the data indicated that none of the research hypotheses was supported at the .05 level of significance. It was recommended that the effects of the three treatments employed in this study be reexamined using a classification scheme built around a theory of reading. (Author/WR)

ED 079 683

CS 000 611

Vogel, Susan Ann

An Investigation of Syntactic Abilities in Normal and Dyslexic Children.

Pub Date 72

Note—181p.; Ph.D. Dissertation, Northwestern University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-32599, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Auditory Perception, *Dyslexia, *Grade 2, Grammar, Males, Morphology (Languages), Psycholinguistics, Reading Ability, *Reading Comprehension, Sentences, *Speech Skills, *Syntax, Vocabulary

Syntactic abilities in oral language of twenty normal and twenty dyslexic second grade boys were investigated. The major hypothesis was that dyslexic children with reading comprehension difficulties are deficient in oral syntax. The concept of syntax was subdivided into five categories: (1) recognition of melody pattern, (2) recognition of grammaticality, (3) comprehension of syntax, (4) sentence repetition, and (5) syntax and morphology in expressive language. Syntactic measures were selected or devised to assess functions in these five categories. Reading ability, receptive vocabulary, and auditory memory span for words and digits were also assessed. The results of the analyses indicated that dyslexic children with reading comprehension difficulties are deficient in oral language syntax. The findings also confirmed the psycholinguistic theory of reading and validated the importance of syntactic information in reading comprehension. (Author/DI)

ED 079 684

CS 000 614

Gadway, Charles J., Ed.

Reading: Released Exercises.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—R-02-R-20

Pub Date Jul 73

Note—424p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (\$3.95)

Document Not Available from EDRS.

Descriptors—Critical Reading, *Elementary Education, *Reading Assignments, Reading Comprehension, Reading Instruction, *Reading Skills, *Reference Materials, *Secondary Education, Word Study Skills

Identifiers—*National Assessment of Educational Progress

Prepared by the National Assessment of Educational Progress, this volume contains approximately 50 percent of the total number of reading exercises administered during the assessment. Exercises are ordered by release number, which in-

icates the major theme, exercise within the theme, and the exercise part for multiple-part exercises. In addition, age level, objective, mode of administration, time of administration, and copyright requirements are provided. Sections of the volume are divided according to (1) understanding words and word relationships, (2) graphic materials, (3) written directions, (4) reference materials, (5) glean significant facts from passages, (6) main ideas and organization, (7) drawing inferences, and (8) critical reading. National and group results are appended. (HOD)

ED 079 685 CS 000 615

Brown, Rexford G.

Literature: Summary Data.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—R-02-L-00

Pub Date Jun 73

Note—115p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$1.25)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Age Differences, *Educational Diagnosis, Elementary Education, English Instruction, Fiction, Figurative Language, *Literary Discrimination, *Literary Genres, *Literature Appreciation, Mythology, Parody, Poetry, Racial Differences, *Reading Habits, Reading Interests, Secondary Education, Sex Differences

Identifiers—*National Assessment of Educational Progress

This section of the 1970-1971 National Assessment of Educational Progress presents summary data for the responses to literature assessment. Data is presented in graph and tabular form and discussed in detail for the educational attainments of nine year olds, thirteen year olds, seventeen year olds, and adults (ages 26-35). The data is also categorized according to region of the country, sex, color (blacks and whites), level of parental education, size and type of community, and size of community groups. The report assessed attainments in four areas or themes: (1) understanding imaginative language, (2) responding to literature, (3) recognizing literary works and characters, and (4) reading habits. Discussions are provided of how various groups performed on each of these themes, the results according to various objectives of the assessment, and how the various age groups performed on these themes. (DI)

ED 079 686 CS 000 616

Aukerman, Robert C.

Reading in the Secondary School Classroom.

Pub Date 72

Note—344p.

Available from—McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, N. Y. 10020 (\$9.95)

Document Not Available from EDRS.

Descriptors—Business, English, Home Economics, Industrial Arts, Mathematics, Readability, *Reading Ability, *Reading Improvement, Reading Skills, *Secondary Education, Social Studies, *Teaching Guides, *Teaching Methods, Textbooks, Vocational Education

This book is intended to help prospective teachers, students in teacher training schools, and in-service teachers to improve high school and junior high school students' reading in their various subject-content classes. Chapters one through six and thirteen through seventeen contain material that applies to all academic subjects in the secondary school: reading as the common factor in learning; teaching the survey technique; reading for main ideas; formulating reading assignments; assessing reading ability; determining the readability of textbooks; helping the poorer student; using the total resources of the school; and forming a professional bookshelf. Chapters seven through twelve provide specific guidelines for social studies, English, sciences, mathematics, home economics, and business, industrial arts, and vocational education. (DI)

ED 079 687 CS 000 620

Gadway, Charles J.

Reference Materials: Theme 4, Reading.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—R-02-R-04

Pub Date Jul 73

Note—164p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$2.10)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adolescents, *Information Retrieval, *Reading Research, Reading Skills, Reading Tests, *Reference Materials, *Young Adults

Identifiers—*National Assessment of Educational Progress

As part of the National Assessment of Educational Progress on reading, this volume reflects the theme of reference materials. Divided into subthemes, the first requires the individual to know appropriate reference sources, since reference sources are best utilized when an individual knows which type of reference to consult for a specific kind of information. The second subtheme requires the individual to use reference materials effectively, since once the appropriate source is located, an individual must be able to extract the desired information. In all but one exercise (which incorporated a real dictionary) facsimiles of reference materials were used. In addition to introducing the theme, the volume describes the results obtained from the assessment. (Sample exercises and charts do not reproduce well due to type size.) (HOD)

ED 079 688 CS 000 621

Gadway, Charles J.

Main Ideas and Organization: Theme 6, Reading.

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date Jul 73

Note—152p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$2.10)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Adolescents, Content Reading, *Reading Comprehension, *Reading Research, *Reading Skills, Reading Tests, *Young Adults

Identifiers—*National Assessment of Educational Progress

As part of the National Assessment of Educational Progress in reading, this volume, "Theme 6: Main Ideas and Organization," directs attention to the fact that identifying the main idea of a passage or discovering its organization requires a higher level of comprehension than merely glean the important facts. Some of the exercises require the individual to identify the main idea in a passage either by suggesting an appropriate title or by identifying the point the author is attempting to make. Other exercises require the individual to identify the mode in which the author organizes the facts. The first chapter gives an explanation of the theme, and the remaining chapters in the volume discuss the results of the assessment of this theme. (HOD)

ED 079 689 CS 000 634

Hafner, Lawrence E. Jolly, Hayden B.

Patterns of Teaching Reading in the Elementary School.

Pub Date 72

Note—350p.

Available from—The MacMillan Company, 866 Third Avenue, New York, New York 10022 (\$4.50)

Document Not Available from EDRS.

Descriptors—Basic Reading, Beginning Reading, Developmental Reading, Individualized Reading, *Reading, Reading Comprehension, *Reading Instruction, Reading Interests, *Reading Materials, *Reading Programs, Reading Research, Reading Skills, *Reading Tests, Remedial Reading

This book, which is intended as a source book for classroom teachers and reading clinicians, focuses on: (1) recommended guidelines and patterns for teaching reading skills based upon the findings of current research in teaching and learning; (2) descriptions and evaluations of new approaches and materials for reading instruction;

(3) descriptions and directions for using a variety of tests and teaching aids, both teacher-made and commercially prepared; and (4) valid criteria for judging independently other new materials and methods as they are encountered. The contents of the book are: "What is Reading?"; "Measurement and Evaluation"; "Assessing and Developing Abilities Underlying Beginning Reading"; "Patterns for Teaching Beginning Reading"; "Patterns for Teaching Word-Identification Skills"; "Patterns for Teaching Concepts and Vocabulary"; "Patterns for Developing Comprehension and Study Skills in the Content Areas"; "Patterns for Developing Rates of Comprehension and Flexibility of Approach"; "Providing for Individual Differences through Technology and Organization"; "Patterns of Individualizing Reading Skill Development"; and "Developing Interests and Tastes in Reading and the Person through Reading." Appendixes are included. (WR)

ED 079 690 CS 000 636

Goodacre, Elizabeth J.

Reading Research 1968-1970 and Reading Research 1971.

Reading Univ. (England). Centre for the Teaching of Reading.

Pub Date 72

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Beginning Reading, Disadvantaged Environment, Dyslexia, Elementary Education, *Initial Teaching Alphabet, Linguistics, Phonics, *Reading Development, Reading Materials, Reading Processes, *Reading Readiness, *Reading Research, Remedial Reading, Secondary Education, Slow Learners

These two booklets cover research in reading from 1968 through 1971. The first half of the first booklet covers the years 1968-1970 and includes summaries of general trends in reading, surveys, and research on specific dyslexia, the initial teaching alphabet and the beginning stages of learning to read, and linguistics and reading. The second half, which uses both British and American sources, contains a list of 54 articles and an annotated list of 35 books published from 1968-1970 concentrating on areas of research in which considerable interest was shown by teachers and researchers—general surveys, the initial teaching alphabet, other studies of early learning, linguistics and reading, specific dyslexia, and deprivation and reading. The second booklet discusses research articles which deal with dyslexia, remedial provision, remedial treatment, letter-name knowledge, preschoolers, materials, the initial teaching alphabet, and phonic "rules" and approaches to teaching. Also included are annotations for thirteen books published in 1971 exploring such areas as reading readiness, reading materials, innovations in teaching, the reading process, reading and linguistics, and slow learners in the secondary schools. (MF)

ED 079 691 CS 000 640

Lee, Dorris And Others

Critical Reading Develops Early.

International Reading Association, Newark, Del.

Pub Date 68

Note—52p.; Reading Aids Series

Available from—International Reading Assn., Six Tyre Avenue, Newark, Del. 19711 (Order No. 204, \$2.00 non-member, \$1.75 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Processes, *Creative Expression, Creative Thinking, *Critical Reading, *Critical Thinking, Decision Making Skills, *Preschool Children, Thought Processes, *Verbal Communication

This issue of the Reading Aids Series presents a discussion of the potential for critical reading among young children and how it can be developed. It offers suggestions for the maximum development of thinking skills and attitudes of inquiry and evaluation. Some of the topics discussed are: (1) the development of percepts, concepts, and common meanings, (2) the need to verbalize and interpret, (3) individual differences, and (4) helping children organize their thoughts, draw conclusions, and make judgments. Parents and teachers are advised to encourage young children to be aware of their surroundings, to verbalize their interpretations of their surroundings, and to extend and process their concepts, ideas, and speech patterns. Adequate opportunities for creative oral and written expres-

sion, decision making, discovery, and creative experimentation should be provided. Several vignettes of young children's efforts to verbalize are analyzed and commented on. Seven references on children's thinking are cited. (This document previously announced as ED 020 866.) (NS)

ED 079 692 CS 000 644

Fern, Leif, Comp. Martucci, Amelia, Comp.
Reading and the Denied Learner: An Annotated Bibliography.

International Reading Association, Newark, Del.
Pub Date 69
Note—33p.

Available from—International Reading Association, 6 Tyre Ave., Newark, Del. 19711 (Order No. 319, \$0.75 non-member, \$0.50 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Cultural Disadvantage, *Disadvantaged Youth, *Instructional Materials, Language Development, Prereading Experience, *Reading Achievement, Reading Development, *Teacher Education

This annotated bibliography offers representative works from material for the development of teachers and children. It is organized under several categories significant to the teacher in the reading curricular sphere. The whole area of reading instruction is given attention as is the role of language development as an influence upon reading. Materials for teachers, literature for children, and available bibliographies are included. The two main categories in which selections are presented are Learning and the Denied Child and Reading and the Denied Learner. (This document previously announced as ED 035 522.) (Author/NH)

ED 079 693 CS 000 645

Larsen, Janet J.

Yes, Head Start Improves Reading!

Pub Date 72

Note—15p.; Unpublished research report done at University of Florida, Gainesville

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Beginning Reading, *Compensatory Education Programs, *Preschool Programs, Reading, *Reading Achievement, Reading Development, *Reading Improvement, Reading Programs, Reading Readiness, *Reading Research, Reading Skills

Identifiers—*Head Start Programs

This study evaluated the effect of a Head Start program on children's intelligence and reading achievement test scores over a three year period. Each of 25 Head Start children was paired with a non-Head Start child of the same race, sex, age, socioeconomic status, date of school entrance, kindergarten experience, promotion record, and type of school. The second part of the study involved a three year followup assessment of intelligence test scores of children who had attended Head Start before entry into school. The conclusions were reached that Project Head Start had been effective in preparing children for later reading achievement, as determined by the word meaning subtest of the Stanford Achievement Test. The durability of this effect was demonstrated over a three year span. Intelligence, as measured by the Stanford-Binet Intelligence Test, improved during the longitudinal study, but the preschool program could not be given credit for the positive change. The author recommends continued longitudinal research in preschool compensatory education. (Author/WR)

ED 079 694 CS 000 646

Witkin, Belle Ruth

Reading Improvement Through Auditory Perceptual Training: End of Budget Period Report, July 1, 1971-June 30, 1972.

Alameda County Superintendent of Schools, Hayward, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento.

Pub Date Jun 72

Note—158p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Auditory Perception, *Elementary Grades, *Learning Disabilities, *Reading Improvement, Reading Instruction, Reading Programs, *Reading Research, Reading Skills, Tape Recordings

The purpose of this program was to demonstrate the effectiveness of a tape-recorded, sequenced program of auditory perceptual training in raising the reading and listening skill levels of students in grades two to six. Eighty-five boys and 67 girls in the second grade and 25 boys and 14 girls in learning disability group clinics in grades two to six participated in the program. The students were given tape-recorded lessons twice a week. The lessons were given free field by the teachers in the second grade classrooms to the entire class at one time. In the learning disability groups, children took the lessons in groups of two to six in listening centers. A total of 39 lessons and four Interim Review Tests, also tape-recorded, were given over a six-month period. Children in the learning disability groups could take the lessons over until they mastered them before taking the Interim Review Tests. The Gilmore Oral Reading Test, a tape-recorded criterion-referenced listening test, the Lindamood Auditory Conceptualization Test, and the Short Form Test of Academic Ability were used to assess progress. The results indicated that criterion levels were reached on three of the four Interim Review Tests. The students made significant pre-post test gains on most of the variables, but replication of the study for a third year was suggested. (WR)

ED 079 695 CS 000 647

Deffenbaugh, Sue A.

Study of Language Competency of Black, Inner-City High, Average and Low Readers.

Pub Date Feb 73

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Assn. (New Orleans, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Elementary Grades, *Grammar, Language Patterns, Language Usage, Morphology (Languages), *Negro Dialects, Negro Youth, *Nonstandard Dialects, *Reading Achievement, Standard Spoken Usage, Urban Language

This study explored whether statistically significant differences exist between the (1) grammatical structures produced by high, average, and low black, inner-city elementary readers as measured by a language competency task; and (2) whether statistically significant interactions occur between reading achievement levels and the age of the child, the sex of the child, and measures of grammatical structures in a language competency task. Interviews were conducted with 87 black, inner-city children, ages nine through thirteen, in non-graded classrooms. Some of the findings were that (1) the great majority of the subjects' errors corresponded to black dialect grammatical features; (2) the high readers consistently made fewer errors than the average or poor readers; (3) in all groups there were some subjects who did poorly; (4) all measures of the ability to formulate Standard English morphological structures showed significant differences among the three levels of reading achievement; and (5) the ability to produce Standard English grammatical constructions on demand is highly related to reading achievement level and may predict reading achievement. (D1)

ED 079 696 CS 000 648

Ford, David H., Comp. Fitzgerald, Mildred A., Comp.

Contingency Management and Reading: An Annotated Bibliography.

International Reading Association, Newark, Del.

Pub Date 73

Note—28p.

Available from—International Reading Assn., Six Tyre Avenue, Newark, Del. 19711 (Order No. 326, \$0.75 non-member, \$0.50 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Management Systems, Program Administration, *Reading Instruction, *Reading Level, Reading Programs, *Reading Skills

Identifiers—*Contingency Management

Prepared as a result of the numerous studies and projects linking contingency management to reading skill development and the frequency with which school districts now employ contingency managers in their curriculum departments, this bibliography is divided into two sections. The first consists of annotations grouped according to the areas around which the reading program is or-

ganized: identification of reading levels, selection of skills to be taught, sequence of instruction, and delivery of training, including reinforcement. Each entry in the first section is coded to refer to a more complete bibliographic citation in the second section, a bibliography containing three subsections: books, periodicals, and miscellaneous publications. The bibliography is written in the hope that it will help the reader manage his own inquiry. (HOD)

ED 079 697 CS 000 650

Talton, Carolyn Flanagan

An Investigation of Selected Mental, Mathematical, Reading, and Personality Assessments as Predictors of High Achievers in Sixth Grade Mathematical Verbal Problem Solving.

Pub Date 73

Note—174p.; D.Ed. Dissertation, Northwestern State University of Louisiana

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Elementary Grades, Grade 6, *Intelligence Tests, Mathematical Concepts, *Mathematics, Mathematics Instruction, *Personality Assessment, *Problem Solving, Reading Ability, Reading Research, Reading Skills, *Reading Tests, Verbal Ability

The purpose of this study was to determine if selected mental, mathematical, reading, and personality assessments of sixth-grade pupils could predict high achievers in mathematical verbal problem solving. The subjects were 112 sixth graders, 56 classified as high achievers in mathematical verbal problem solving and 56 classified as low achievers according to criterion verbal problem solving scores available in cumulative school records. Thirty-eight mental, mathematical, reading, and personality scores for each pupil were analyzed, and four combinations of assessments resulted: (1) the correlation battery operated with 70 percent accuracy in placing high achievers into the high group and with 66 percent accuracy in placing low achievers into the low group; (2) the "t" test battery placed high achievers into the high classification with 70 percent accuracy and low achievers into the low classification with 68 percent accuracy; (3) the short factor analysis battery placed high achievers into the correct classification with 93 percent accuracy and low achievers with 91 percent accuracy; and (4) the long factor analysis battery placed 95 percent of the high achievers and 93 percent of the low achievers into correct classifications. The major conclusion was that total intelligence is the main individual contributor to high achievement in verbal problem solving ability. (Author/WR)

ED 079 698 CS 000 651

Logan, Juanita Fleming, Margaret

Reading Improvement Project, Title I Evaluation 1971-1972.

Cleveland Public Schools, Ohio. Div. of Research and Development.

Pub Date Oct 72

Note—68p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Disadvantaged Youth, Longitudinal Studies, Parent Participation, *Primary Grades, Reading Difficulty, *Reading Improvement, *Reading Instruction, *Reading Programs, Reading Research

Identifiers—*Elementary Secondary Education Act Title I, Reading Improvement Project

The Cleveland Reading Improvement Project attempts to provide specialized reading instruction for disadvantaged pupils in the primary grades. The project utilized the services of a reading consultant in each target school and serves children who have been identified by their classroom teachers and school principals as experiencing difficulty in mastering reading. Master Teachers and educational aides furnish individual and small group instruction on a daily basis. Other key components of the program include: the diagnosis of pupil reading needs, a wide range of alternative instructional techniques, a variety of reading materials, parental involvement, and feedback to the classroom teacher. Findings in the fourth year of the project indicate a significant improvement in the reading performance of children who participated in the program during the 1971-72 school year. A full description of the project, evaluation of the results, and conclusions and recommendations are given. The appendices include statistical information and sample forms used in the project. Some data from the project's

inception in 1969 through 1972 are also provided. (TO)

ED 079 699 CS 000 652

Levy, Beatrice K.
Language, Dialect, and Preprimers.
Pub Date May 73

Note—13p.; Paper presented at the Annual Meeting of the International Reading Assn. (18th, Denver, May 1-4, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Beginning Reading, Dialect Studies, *Grade 1, *Language Handicaps, Linguistic Performance, *Negro Dialects, Oral English, Reading Instruction, *Reading Materials, Written Language

In an effort to resolve some of the problems of widespread reading failure, this report investigated the way in which the language of inner-city black first graders corresponded to the language of beginning reading texts and whether or not dialect features occurred consistently in the children's speech. Twenty first grade black children were invited to select one or more picture books from a display and tell stories suggested by the illustrations. These stories served as the data base from which the language of books normally used as reading texts ("Now We Read," "In the City," and "Ready to Roll") was analyzed. Results indicated poor correspondences between words used in beginning reading instructional materials and those which are familiar to beginning readers. Clearly the children's oral language is more complex than that used in the books. Furthermore, the children were not consistently speakers of Black English—many of them produced Standard English equivalents for the dialect forms which have been reported by linguistics, suggesting that dialect by itself is not likely to present serious difficulties in beginning reading instruction. (HOD)

ED 079 700 CS 000 653

Cohen, Elaine L.
Reach Out with Reading—The Reading Program at Metropolitan State College.
Pub Date Apr 73

Note—10p.; Paper presented at the Annual Meeting of the Western College Reading Assn. (6th, Albuquerque, Apr. 12-14, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Composition Skills (Literary), Conferences, *Higher Education, Mexican Americans, *Open Enrollment, Reading Comprehension, Reading Diagnosis, *Reading Improvement, *Study Skills, Team Teaching, Tutoring, Veterans Education

At an urban, open-door institution like Metropolitan State College in Denver, Colorado, many students enter college with some deficiencies in basic reading and writing skills. Therefore, the Reading Department at Metro State has attempted to meet the needs of the entire college through some multidisciplinary approaches to teaching reading. Reading improvement classes which emphasize reading in content areas are offered, but the program extends beyond the departmental walls. It includes (1) a six hours per week, team-taught block course which stresses an integrated approach to learning reading and writing skills, (2) support labs for Law Enforcement students, (3) a special class for meteorology students seeking to publish a journal of professional quality, (4) reading diagnosis for mechanical engineering technology students, (5) workshops and mini-classes in conjunction with the Skills Center and several departments, and (6) tutor training for tutors of the Skills Center, Veterans' Upward Bound, and similar programs at the college. (Author/MF)

ED 079 701 CS 000 654

A Plan to Prevent Reading Disabilities, K-6. Final Report.
Port Angeles School District 21, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Washington Office of the State Superintendent of Public Instruction, Olympia.
Pub Date 16 Jun 72

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Changing Attitudes, *Diagnostic Teaching, Elementary Education, *Inservice Teacher Education, Parent Teacher Cooperation, *Reading Diagnosis, *Reading Difficulty, Reading Tests, *Teacher Attitudes

The outcomes of an inservice program to effect a positive change in attitude of teachers toward the specific reading problems of individual children are described. It was hypothesized that an awareness of isolated information would help develop the professional sophistication commensurate with the expected quality of teaching which was to be accomplished by developing reliable screening procedures and diagnostic techniques and by establishing corrective procedures to meet the individual symptoms of reading disability. Stated behaviorally, objectives reading teachers would demonstrate included (1) favorable attitudes toward diagnostic teaching, (2) skills for screening symptoms of reading disabilities, and (3) selection of appropriate diagnostic procedures to correct identified symptoms of reading disability. Training consisted of 27 hours of released time which was reinforced by the Reading Team upon referral of students by the classroom teachers. The parents and community were also involved through participation in conferences. Though results of the program did not indicate that it attained its objectives as measured by the formal testing, there was little doubt that there had been an upgrading of the district reading program. Appended are sample case studies, a cognitive test for the educator's knowledge of reading, an objectives checklist, and references. (HOD)

ED 079 702 CS 000 655

Felsenthal, Helen
Readability: Computer Utilization.
Pub Date May 73

Note—11p.; Paper presented at the Annual Meeting of the International Reading Assn. (18th, Denver, May 1-4, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Childrens Books, *Computer Programs, History Textbooks, *Readability, Reading Interests, *Reading Level, Reading Material Selection, *Reading Research, *Textbook Evaluation

Identifiers—*Textual Analysis of Language Samples

Textual Analysis of Language Samples (TEXAN) is a computer program which can count a number of variables needed for use in readability formulas. Three studies which utilize TEXAN are reported in this paper: (1) In 1972, Norman and Helen Felsenthal randomly selected 20 books from the 1306 in Eakin's "Good Books for Children" and calculated their internal consistency using Gunning, Spache, and two Flesch formulas. The results disprove the speculation that difficulty increases from beginning to end in many children's books. The study also compared the four readability estimates; correlations varied from high to negative. (2) In a 1973 study, Alden J. Moe investigated the readability of selected Newbery Award Books. Fry, Gunning, and Lorge formulas were used but did not provide the same grade level estimates when applied to a single sample. (3) Also in 1973, Norman Felsenthal analyzed the readability and specialized vocabulary of nine selected U. S. history texts in grades 5, 8, and 11 using Flesch, Fry, and Lorge formulas. Results indicated the three fifth-grade books were in excess of their intended level of usage. The others were closer to their intended levels but a wide variation in scores among the three formulas existed. Other studies using computer programs are also reviewed. (TO)

ED 079 703 CS 000 656

Barrett, Thomas C., Ed. Johnson, Dale D., Ed.
Views on Elementary Reading Instruction.
International Reading Association, Newark, Del.
Pub Date 73

Note—96p.

Available from—International Reading Association, 6 Tyre Avenue, Newark, Del. 19711 (Order No. 641, \$3.00 non-member, \$2.00 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Behavior, *Content Reading, Disadvantaged Youth, *Elementary Grades, *Language Experience Approach, Paraprofessional School Personnel, Psycholinguistics, *Reading Instruction, Sociolinguistics, Student Interests

Presented are 11 papers (of the more than 50 delivered at the 1972 International Reading Association Convention) selected by a board of independent judges for their fresh insights, practical suggestions, and sound advice on reading instruction in the elementary school. Section one contains papers focusing on psycholinguistic and sociolinguistic insights, some unfounded assumptions about disadvantaged children, and premises about urban school reading instruction. Section two highlights the importance of using a child's thoughts, language, and actions as a basis for teaching him to read and presents techniques and activities to use with the language experience approach. Section three touches on the affective dimension of reading—the importance of using pupil's interests as a means of involving them in reading and a sevenfold plan for individualizing reading instruction and, in doing so, showing concern for students' interests and attitudes. Section four contains two papers which deal with content reading—differences between narrative and expository styles as well as a review of selected literature pertaining to the research study skills. The last section focuses on the contributions paraprofessionals can make to a reading program. (HOD)

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ED 079 704 CS 000 658

Hansen, Lee H. Hesse, Karl D.
An Interim Report of Results of the Pilot Assessment of Reading Literacy.

Madison Public Schools, Wis. Dept. of Curriculum Development.; Wisconsin Univ., Madison. Instructional Research Lab.

Spons Agency—Wisconsin State Dept. of Public Instruction, Madison.

Pub Date Apr 72

Note—81p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cloze Procedure, Content Reading, *Criterion Referenced Tests, Grade 4, Grade 7, Grade 10, Grade 12, *Reading Ability, Reading Achievement, Reading Level, Reading Research, *Reading Tests, *Test Construction

A criterion-referenced assessment of reading literacy, conducted in the fall of 1971 in grades 4, 7, 10, and 12 of the Madison Public Schools is described. The study was designed to answer the question: Can Wisconsin students read (gain information from) the written materials they encounter in daily living? The procedures for identifying the domains of content material, assigning the material to grade levels, developing the instruments, collecting and analyzing data, and sampling are briefly described. The test instruments were produced in a cloze format, and a description and justification of the cloze procedure are provided. According to cloze research, scores between 0 and 35% suggest that little or no information can be gained; between 35 and 50%, some information can be gained but the task is difficult and guided instruction is necessary; and greater than 50% information can be gained independently with ease and comfort. Composite results for grade four indicate that 68% of the students scored less than 35% correct, 13% between 35 and 50%, and 19% above 50%. In grade seven, 56% scored below 35% correct, 16% between 35 and 50% and 28% above 50%. Breakdowns of scores by content type and attendance area are given. Sample test booklets for each grade are also included. (TO)

ED 079 705 CS 000 659

Ladley, Winifred C., Comp.
Sources of Good Books and Magazines for Children; An Annotated Bibliography.

International Reading Association, Newark, Del.

Pub Date 70

Note—17p.

Available from—International Reading Assn., Six Tyre Avenue, Newark, Del. 19711 (Order No. 307, \$0.75 non-member, \$0.50 member)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Booklists, *Childrens Books, *Instructional Materials, Periodicals, Reading Materials, *Reading Material Selection

This 68-item annotated bibliography is a selective one, with emphasis upon lists compiled within the period 1960-1969 and with no inclusion of lists published before 1950. Specific lists named include only those published separately as individual books or pamphlets. Magazine titles are cited as sources for current materials but, due to their number, no lists included as articles in magazines are given. Bibliographies designed specifically as sources of good books for poor readers have also been omitted. Basic selection tools are indicated by an asterisk. A directory of publishers is appended. (TO)

ED 079 706

CS 000 664

Christ, Frank L.

Technological Alternatives in Learning.

Pub Date Apr 73

Note—13p.; Paper presented at the Annual Conference of the Western College Reading Assn. (6th, Albuquerque, April 12-14, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Development, *Educational Improvement, Educational Research, *Educational Technology, Reading Research, *Teacher Behavior

Facilitation of learning depends upon a synergistic relationship among administrators, instructors, and learners, each of whom responds to educational technology in one or more of the following alternative ways: (1) he is ignorant of technology; (2) he ignores technology; (3) he acknowledges the existence of technology but condemns it as mechanistic and inhumane; (4) he acknowledges the existence of technology, recognizes its potential, but avoids it as mysterious, complex, and unmanageable; (5) he accepts and uses technology uncritically; (6) he accepts and uses technology critically, imaginatively, and accountably; (7) he accepts, uses, and assists others in using technology critically, imaginatively, and accountably; or (8) he develops and improves technology. Exercising the more positive alternatives in educational technology can result in helping learners to learn more in less time with greater ease and confidence. (TO)

ED 079 707

CS 000 665

Bruininks, Robert H.

Teaching Word Recognition to Disadvantaged Boys with Variations in Auditory and Visual Perceptual Abilities. Research Report #12.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No.—332189

Pub Date Oct 70

Grant—OEG-0-9-332189-4533(032)

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Auditory Perception, Elementary Grades, Reading Development, *Reading Instruction, *Reading Research, Reading Skills, *Visual Perception, *Word Recognition

This study presents results from an experiment designed to assess whether the employment of teaching approaches consistent with the auditory or visual perceptual strengths of disadvantaged boys would facilitate their ability to learn and retain a list of unknown words. Two groups of 20 pupils were identified from a sample of 105 subjects. One group demonstrated visual strengths and auditory weaknesses, while the other group possessed the opposite perceptual pattern. Subjects were taught to recognize fifteen words by a visual or sight-word teaching emphasis and another set of fifteen words by an auditory or phonic teaching emphasis. The results failed to support the predicted interaction between perceptual aptitudes and approaches to teaching word recognition. The findings revealed a trend toward more efficient learning under the visual teaching method. (Author/WR)

ED 079 708

CS 000 667

Goodman, Kenneth S. Burke, Carolyn L.

Theoretically Based Studies of Patterns of Miscues in Oral Reading Performance. Final Report.

Wayne State Univ., Detroit, Mich.

Spons Agency—Office of Education (DHEW),

Washington, D.C. Bureau of Research.

Bureau No.—BR-9-0375

Pub Date Apr 73

Grant—OEG-0-9-32075-4269

Note—459p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Cognitive Processes, *Decoding (Reading), Reading Ability, *Reading Comprehension, *Reading Development, *Reading Processes, Reading Research, Reading Skills, Semantics, Syntax

Identifiers—*Miscue Analysis

Reading is a process in which written language conveys meaning between writer and reader. The reader uses graphic, syntactic, and semantic cues to get to the meaning. This study examines the reading process of 94 subjects with proficiency levels ranging from low second grade to high tenth grade using the Goodman Taxonomy of

Reading Miscues. The analysis showed reading at all levels to be consistent with the Goodman model of reading. Low proficiency readers are using the same process as high proficiency readers but less well. They are less efficient because they use more graphic, syntactic, and semantic information than they need; they have less productive strategies for using this information; and they lose more of the potential meaning. The analysis revealed no hierarchy of skills in reading development. Beyond the very lowest levels, no notable differences in handling graphic cues exist. Differences in ability to handle complex syntax disappear among readers of moderate to high proficiency. The single consistent difference between groups at successive proficiency levels is in their ability to comprehend what they read. The best indicator of reading proficiency is the percent of miscues semantically acceptable before correction. (Author/TO)

ED 079 709

CS 000 668

Carmichael, Carolyn W.

Books to Meet the Needs of Teen-Agers.

Pub Date May 73

Note—28p.; Paper presented at the Annual Meeting of the International Reading Assn. (18th, Denver, May 1-4, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescent Literature, *Booklists, *Reading Interests, Social Values, *Student Interests, *Student Needs, Student Problems, *Teenagers

Teenagers are a unique group of people regarded with as little seriousness as possible by some and with intense seriousness by others. Many of their problems, concerns, and needs are reflected through and can be observed in books; among these are parent relationships, the search for a belief or purpose in life, the unknown, the bizarre and supernatural, the occult, religion, the Jesus revolution, self-expression, ethnic identity and human dignity, rock music, drugs, women's struggles, and sex. The youth of today don't hesitate to question values. Books are needed which are designed for young adult readers—books that can answer the many needs of today's teenagers. (Included are several book descriptions and a list of 95 "Books to Meet the Needs of Teenagers.") (HOD)

ED 079 710

CS 000 669

"Flex-Ed" Reading Readiness Program for First Grade Students.

Central Arkansas Education Center, Little Rock.

Pub Date 71

Note—14p.; Mini-Grant Project

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Reading, Reading Achievement, Reading Improvement, *Reading Instruction, *Reading Materials, *Reading Programs, *Reading Readiness, Reading Research

Identifiers—Flex Ed Reading Readiness Program

This project evaluated the effectiveness of the "Flex-Ed" Reading Readiness Program with nineteen first grade students. Most of the nineteen students had scored below or near the tenth percentile of the MacMillan Readiness Test. Four behavioral objectives were written for the students in the areas of space, quantity, time, and basic concepts. The teacher worked daily with the students in groups of four using the "Flex-Ed" program. Following formal instruction in the group, individual students practiced at their own pace with the "Flex-Ed" materials. The Boehm Test of Basic Concepts, Form A, was administered in October and again in May to obtain pre- and post-test measures. The results indicated that the experimental group of nineteen students performed better than the control group. The experimental group's growth, however, was far short of expectations when the mean gain score of 8.6 was considered. It was recommended that fundamental concepts could be better developed with the use of resources such as the "Flex-Ed" curricular materials. (WR)

ED 079 711

CS 000 670

Reading Language Arts Curriculum Guide, Grades 1-2-3, Book Two.

Vermilion Parish School Board, Abbeville, La.

Pub Date 70

Note—128p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Beginning Reading, *Curriculum Guides, *Developmental Reading, *Primary Grades, Reading, Reading Improvement, Read-

ing Instruction, Reading Materials, *Reading Programs, *Reading Skills

Identifiers—Elementary Secondary Education Act Title III

This language arts curriculum guide focuses primarily on reading instruction for students in grades one, two, and three. The topics discussed in this guide include an introduction to reading; major steps in developmental reading instruction; suggested time allotments for the Ginn Reading Program; scope and sequence charts; a checklist for evaluating progress in reading; a guide for the use of supplementary material; grouping for effective reading instruction; experience and enrichment charts in a reading program; suggested activities and games; and the use of the overhead projector in reading instruction. A bibliography of professional and instructional books is also included. (WR)

ED 079 712

CS 000 671

Children's Reading Clinic, Interim Evaluation Report for Period July 1, 1971-June 30, 1972.

Northwest Missouri State Coll., Maryville.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Missouri State Dept. of Education, Jefferson City.

Pub Date 1 Aug 72

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary Grades, Reading, *Reading Clinics, *Reading Diagnosis, Reading Improvement, *Reading Programs, Reading Skills, *Remedial Reading, *Retarded Readers

In order to carry out the objective that students identified as retarded in reading will increase their reading achievement at a predicted level based on accumulated data and diagnostic results, activities centered around three areas of concentration. (1) An exemplary program for the diagnosis of reading disabilities was established. Project area schools referred reading disability cases to the clinic on a rotating basis. Parents, school administrators, and teachers were involved in the referral procedures. Case study reports were prepared and forwarded to the principal of the referring school, and parents were notified by the clinic to make arrangements for discussing the report. (2) Remedial services were provided by members of the clinic. For an eight-week period during the summer, special remedial classes were organized. (3) In-service activities were planned according to the indicated needs of the project area schools. The findings indicated that 88 percent of the cases did increase their reading achievement above the predicted level for the period of remediation. (WR)

ED 079 713

CS 000 673

Valtin, Renate

Report of Research on Dyslexia in Children.

Pub Date May 73

Note—12p.; Paper presented at the Annual Meeting of the International Reading Assn. (18th, Denver, May 1-4, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Dyslexia, *Elementary Grades, Reading, Reading Ability, *Reading Difficulty, Reading Improvement, *Reading Research, *Reading Skills, Remedial Reading, Socioeconomic Background, Visual Perception, Vocabulary, Writing Skills

This paper summarizes several research studies related to reading and writing disabilities in children. The major purpose of these investigations was to test some of the German theories on dyslexia, especially regarding visual perceptual problems, spatial orientation, and dominance factors. The dyslexic child, as defined in Germany and used in this study, is a child with reading and writing disabilities who possesses normal intelligence. Children with and without reading and writing problems were matched according to IQ, sex, age, grade level, and occupation of father, and were then compared in visual perception, dominance factors, and spatial orientation. Dyslexic children were found to be inferior in articulation, auditory discrimination, and vocabulary, but they did not differ in grammatical structure of oral language and in concept formation. The interpretation of findings suggests that home variables and early parent-child interactions bear relevance for reading and writing problems. Remedial education considering specific personality traits of dyslexia, such as non-directive play therapy, was found to be successful. (WR)

ED 079 714 CS 000 675

Gallistel, Elizabeth And Others

The Relation of Visual and Auditory Aptitudes to First Grade Low Readers' Achievement under Sight-Word and Systematic Phonic Instructions. Research Report #36.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No—332189

Pub Date May 72

Grant—OEG-0-9-332189-4533(032)

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Beginning Reading, Grade 1, *Phonics, Reading, Reading Achievement, Reading Instruction, *Reading Research, Reading Skills, *Retarded Readers, *Sight Method, Visual Perception, *Word Recognition

Ten auditory and ten visual aptitude measures were administered in the middle of first grade to a sample of 58 low readers. More than half of this low reader sample had scored more than a year below expected grade level on two or more aptitudes. Word recognition measures were administered after four months of sight word instruction and again after an additional four months of intensive phonic instruction. Correlations of aptitude and word recognition scores after sight word instruction were compared with correlations of aptitude and word recognition scores after phonic instruction. The results indicated that visual aptitudes were not more highly correlated with achievement after sight word instruction, nor were auditory aptitudes more highly correlated after phonic instruction. Blending, Auditory Closure, and WISC Coding were consistently related to achievement for both kinds of instruction. All the children learned to decode before the end of eight months of experimental instruction. (Author/WR)

ED 079 715 CS 000 676

Weber, Robert J.

Visual Imagery for Letters and Words. Final Report.

Oklahoma State Univ., Stillwater. Research Foundation.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-2-0056

Pub Date Jul 73

Grant—OEG-0-72-3601

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Processes, *Decoding (Reading), Learning, Memory, Orthographic Symbols, Spelling, *Visual Learning, Visual Perception

Identifiers—*Visual Imagery

In a series of six experiments, undergraduate college students visually imagined letters or words and then classified as rapidly as possible the imagined letters for some physical property such as vertical height. This procedure allowed for a preliminary assessment of the temporal parameters of visual imagination. The results delineate a number of visual image phenomena: (1) visual image sequencing and formation is guided by implicit speech when long unpronounceable letter strings are used; (2) when short pronounceable words are used, the entire string can be simultaneously represented in visual imagination, and implicit verbal control is required; (3) the capacity of the visual image system is very limited—between three to five letters for short easily pronounceable letter strings; and (4) visual image and visual percept representations of words are comparable for very short pronounceable letter strings, but as the length of the string increases visual image capacity for simultaneous representation is soon exceeded. (Author/WR)

ED 079 716 CS 000 677

Fischer, Joan

Reading and the High School Equivalency Program.

Pub Date May 73

Note—13p.; Paper presented at the Annual Meeting of the International Reading Assn. (18th, Denver, May 1-4, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, *Adult Reading Programs, *Equivalency Tests, Reading Ability, Reading Comprehension, *Reading Development, Reading Instruction, *Reading Skills

Identifiers—*General Education Development Test

The relationship of reading ability to passing the Interpretation of Reading Materials sections in social studies, science, and literature of the General Education Development (GED) test is assessed in this paper, and procedures for developing reading skills related to the test are suggested. Information about types of questions asked, instructional programs that have proven to be most successful in New Jersey, and tests that correlate with the GED test are included. In addition, instructional methods and samples of teacher-made lessons in successful high school equivalency programs are described. Although most GED preparatory programs emphasize content area instruction, instruction in reading skills is of greater importance in enabling clients to pass the GED test and hence to obtain a high school equivalency certificate. (TO)

ED 079 717 CS 000 679

Hall, James W.

The Development of Memory-Encoding Processes. Final Report.

Northwestern Univ., Evanston, Ill.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-0522

Pub Date 25 Aug 73

Grant—OEG-5-71-0053(508)

Note—58p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Processes, *Concept Formation, Elementary Grades, Kindergarten Children, Learning, *Learning Theories, *Memory, Preschool Children, *Recall (Psychological), Verbal Learning

Eight experiments are described in this report. In experiment 1, four and five year olds were presented four verbal discrimination (VD) lists. For three of the lists all correct items were either conceptually, acoustically, or affectively similar. The fourth was a control list. The conceptual list facilitated VD learning. Experiment 2 indicated that recognition memory (RM) by kindergartners for target items was better when those items had been preceded by associates than when they had not. In experiment 3, three and four year olds were given extensive paired-associate (PA) training in which response terms were highly familiar words and stimulus terms were words semantically related to response terms but unfamiliar to the subjects. The feasibility of using an entirely verbal PA task with children was demonstrated. Experiment 4 examined the effects of the categorizability of words to be remembered on free recall (FR) of children three through six. In experiment 5 preschool and young elementary school children were given five FR study-test trials with a nine-word list. Experiment 6 consisted of the collection and compilation of word association data for preschoolers. Experiments 7 and 8 examined the modifiability of memory encoding operations of preschoolers and used training exercises to increase the children's awareness of conceptual relationships. (WR)

ED 079 718 CS 200 422

Pitts-Scarangelo, Aletha C.

A Study in Developing Critical Thinking through a Text in Elementary School Social Studies.

Pub Date 71

Note—148p.; Ed.D. Dissertation, University of Pennsylvania

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-14,640, MF \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Critical Thinking, *Factual Reading, *Grade 4, History, *Instructional Materials, *Social Studies, Textbooks

The purposes of this study were to determine whether an elementary text with built-in problem-solving situations would (1) improve children's critical thinking and (2) help the children to learn factual material. Ten fourth-grade classes were pretested and posttested in their ability to retain facts and to think critically as related to the study of the history of the state of Delaware. The five classes in the control group used whatever materials were available on this subject, while the five classes in the experimental group used these materials and an experimental text providing problems testing critical thinking ability. It was found that children in the experimental

group improved their critical thinking skills and that both groups made about the same gains in factual knowledge. It was judged that the experimental text offered an educational advantage because it provided a gain in critical thinking with no loss in the acquisition of factual information. Teachers using the experimental text reported that their students were not only thinking more critically about Delaware history but about other subjects as well. The teachers felt the text made a significant contribution to the study of Delaware history and met a need for elementary material in this field. (Author/DI)

ED 079 719 CS 200 423

Phillips, Ruth Ann

An Epistemological Justification of the Place of Literary Art in the Curriculum.

Pub Date 72

Note—159p.; Ph.D. Dissertation, University of Kentucky

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-29,287, MF \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Aesthetic Education, Art Expression, Cognitive Development, Educational Philosophy, Existentialism, *Literary Analysis, *Literature, Literature Appreciation, Philosophy, Symbols (Literary), *Teacher Education, *Teaching

Identifiers—*Epistemology

The purpose of this study was to epistemologically justify the place of literary art in the curriculum by showing that its aesthetic significance gives knowledge that can be communicated in no other terms than its own and that this knowledge is consistent with certain epistemological theories. Using theories of art proposed by Langer and Cassirer, and Buber's discussion of the "I-Thou" relationship, the author argues that aesthetic and symbolic significance are one. She also finds that human knowledge depends on one's ability to express that knowledge and that art gives symbolic expression to pre-reflective activity. Literature, through its metaphorical tension, expresses the complexities of life in a unified whole, or a pattern of resolutions and balances. The symbol a literary artist creates is a Gestalt in which all elements interact with each other. Therefore, to neglect any of the elements of a literary work is to violate its aesthetic significance and its epistemological meaning. The author suggests that the fact that literary art has epistemological import has implications for the teaching of English and for teacher preparation and she outlines these implications. (Author/DI)

ED 079 720 CS 200 424

Fitz Gerald, Catherine Joan

A Study of Fourth-Grade Productive Thinking Instruction in Two Content Areas: Language Arts and Geography.

Pub Date 72

Note—148p.; Ed.D. Dissertation, Columbia University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-17,211, MF \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Cognitive Ability, *Elementary Education, *Geography Instruction, *Grade 4, Instructional Programs, *Language Arts, *Productive Thinking, Thought Processes, Writing

The aim of this study was to determine what happens when three fourth-grade teachers give instruction in productive thinking in language arts and geography. The central question was how this instruction affected verbal productive thinking by teachers and their pupils. Five hypotheses were tested, and it was found that (1) pupils in all classes followed the cognitive style of their teachers; (2) there was an increase in productive thinking in language arts lessons, but not in geography lessons; (3) there was only a slight effect of subject content on cognitive style (there was 5.5 percent more productive thinking in language arts than in geography); (4) productive thinking instruction in language arts did not significantly increase the quantity and quality of students' written responses, and productive thinking instruction in geography significantly increased the quantity, but not the quality, of written responses; and (5) teachers providing this instruction increased the

quantity and quality of their written responses (a tentative conclusion, since the sample involved three teachers). (Author/DI)

ED 079 721 CS 200 425

Keeley, Jean Ann

The Current Status of the Humanities in the Curriculum of the Public Schools of Colorado.

Pub Date 72

Note—435p.; Ph.D. Dissertation, University of Colorado

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-25,184, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Curriculum Design, *Curriculum Evaluation, *Elementary Education, Humanities, *Humanities Instruction, *Secondary Education

This study investigated the status of the humanities in the Colorado public school curriculum. Four types of humanities programs were studied: (1) courses specifically designed as humanities courses, (2) humanities-type courses incorporated into a regular single subject course, (3) specially selected humanities experiences designed for a particular school but not a formal part of any existing course, and (4) programs externally administered to an individual school. Data relating to the prevalence of these four types of programs and information describing their content was gathered through a questionnaire and some selected interviews. The study presents detailed statistical results for humanities programs in 62 percent of the state's schools. Among the conclusions drawn was that these programs tend to exist in particular schools because of the schools' educators and that the existence of a program was not necessarily related to the school level, geographic location, socioeconomic neighborhood, enrollment size, physical facilities, or the organizational approaches to instruction. (Author/DI)

ED 079 722 CS 200 426

Barrett, Anita Goucher

Communications Programs in the Public Junior Colleges of the United States.

Pub Date 72

Note—147p.; Ph.D. Dissertation, North Texas State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-2887, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Communication Skills, *Course Evaluation, *English Programs, *Junior Colleges, Junior College Students, Technical Education, Terminal Students, *Vocational Education

This study investigated the status of communications programs for the terminal technical-vocational student in public junior colleges in the United States. Data were gathered from 173 junior colleges in 28 states. It was found that (1) 65 percent of the respondents offer communications courses for occupational students and that the smaller and newer schools are more likely to offer such courses; (2) most of the schools offer non-transferable communications courses which the occupational student is encouraged, but not required, to take; (3) few junior colleges require that communications teachers have successful business or vocational experience; and (4) the nontransfer communications course is often a "watered-down" version of a similar college course. Recommendations are made for a two-semester communications curriculum and a re-evaluation of present courses with suggestions for improving the program for the terminal student. (Author/DI)

ED 079 723 CS 200 427

Howell, Ralph Daniel

Morphological Features of the Speech of White and Negro Students in a Southern (Mississippi) Community.

Pub Date 71

Note—212p.; Ph.D. Dissertation, The Florida State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-10,026, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Allomorpha, Elementary Grades, Intermediate Grades, Language Proficiency, Linguistic Competence, *Linguistic Performance, Morphemes, *Morphology (Languages), Negro Dialects, *Racial Differences, *Speech Habits

Identifiers—*Rule Application

Morphological features in the speech of Southern white and Negro students at four grade levels were studied by an instrument designed to test the students' knowledge of fifteen inflectional endings (including the allomorphs of the regular plural, singular possessive and third person singular present, absence of the plural possessive, and the comparative and superlative endings) and four derivational endings (-er, -ness, -less, and -able). Results found (1) grade differences on 18 out of 19 endings except for the singular possessive allomorph, (2) racial differences on all endings, (3) differences in levels of application on 17 out of 19 endings except for the comparative and superlative morphemes; significant interaction between (4) grade and race on 8 endings, (5) grade and level of application on 5 endings, (6) race and level of application on 11 endings; and significant triple interaction among (7) grade, race, and level of application on 7 endings. It was concluded that both white and Negro children enter school without a mastery of the common forms of English morphology. Both groups increase in their ability to use these endings, but the white become proficient earlier. The differences on level of application indicate that in most cases these students were not able to transfer morphological rules from familiar to novel situations. (Author/HOD)

ED 079 724 CS 200 432

Thompson, Veronica Vayda

A Study to Determine the Relationship Between English Teachers' Knowledge of and Their Attitudes Toward Behavioral Objectives.

Pub Date 72

Note—90p.; Ph.D. Dissertation, University of Pittsburgh

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-4108, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Affective Behavior, *Behavioral Objectives, Cognitive Measurement, *English, In-service Education, Secondary Education, *Teacher Attitudes

This study investigated the relationship between English teachers' knowledge of and attitude toward behavioral objectives. A questionnaire was given to 134 English teachers in Allegheny County, Pennsylvania. Four conclusions were drawn from the study: (1) no statistically significant relationship existed between the teachers' knowledge of and attitude toward behavioral objectives; (2) reading works by Bloom, Krathwohl, and Mager on behavioral objectives had no effect on attitudes toward these objectives; (3) in-service education on behavioral objectives emphasized the cognitive domain and the construction format of behavioral objectives while excluding the affective domain; and (4) English teachers who opposed behavioral objectives read more on this subject than those teachers who favored the objectives. (Author/DI)

ED 079 725 CS 200 443

Conway, William David

A Transformational Analysis of the Written and Oral Syntax of Fourth, Sixth, and Eighth Grade Omaha Indian Children.

Pub Date 71

Note—96p.; Ph.D. Dissertation, The University of Nebraska

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-3948, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*American Indians, Caucasian Students, Comparative Analysis, Grade 4, Grade 6, Grade 8, Language Ability, *Language Development, *Language Patterns, Linguistic Performance, Socioeconomic Status, *Syntax, *Transformations (Language)

Identifiers—Omaha Indians

The developmental patterns of written and oral syntax were investigated in a group of fourth, sixth, and eighth grade Omaha Indian children living in semiprison in a rural reservation community. These findings were then compared with

the findings of a similar study dealing with white children living in a different cultural, socioeconomic, and geographic area. Concerned primarily with unit lengths and frequency of occurrences of various syntactic structures deriving from sentence-combining transformations at different grade levels, it was predicted that the increased frequency of such transformations would indicate increased linguistic maturity. Analysis of data indicated lower over-all patterns of development for the Indian children than for their white counterparts. The white students also made syntactic gains at rates three to four times greater than the Omaha children. Of particular interest was the tendency of male and female Indian students to show leveling in rates of occurrence of some structures in the eighth grade while white students continued in large gains. (Author/HS)

ED 079 726 CS 200 448

Lagana, Jean Remaley

The Development, Implementation, and Evaluation of a Model for Teaching Composition Which Utilizes Individualized Learning and Peer Grouping.

Pub Date 72

Note—205p.; Ph.D. Dissertation, University of Pittsburgh

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-4127, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Composition (Literary), *English, *Grade 10, Grading, *Individualized Instruction, *Peer Groups, Peer Teaching, Secondary Education

In this study a method of teaching composition using individualized learning and peer grouping was developed, implemented, and evaluated. The model was used with 30 students in a tenth grade English class while a control group of 30 students received more traditional instruction. It was found that significantly greater gains were made by the experimental group in organization, critical thinking, and appropriateness, while the control group had greater growth in conventions. It was concluded that peer evaluations of compositions tended to be at least as effective as teacher correction and greatly reduced the need for out-of-class teacher time spent in evaluation. Peer evaluation also enabled students to complete more compositions while receiving more feedback on each writing. In the individualized phase of the model students progressed at their own rate in acquiring composition skills without repeating previous learning. (Author/DI)

ED 079 727 CS 200 456

Miller, Tyree Jones

A Quantitative Study of the "Free Modifiers" in Narrative-Descriptive Compositions Written by Black College Freshmen after Leaving the Influence of the Christensen Rhetoric Program and a Study of Their Attitudes Toward Written Composition.

Pub Date 72

Note—179p.; Ed.D. Dissertation, Ball State University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-1225, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*College Freshmen, *Composition (Literary), Descriptive Writing, Narration, *Negro Students, *Paragraphs, Sentence Structure, Student Attitudes, Writing Skills

The purpose of this study was to determine what effects the Christensen Rhetoric Program, a method of teaching sentence and paragraph development, had upon the attitudes of 43 black college freshmen just entering Tennessee State University and upon the persistence of these students in using free modifiers after a lapse of time and instruction. Analysis of the data led to the following conclusions about this writing program: (1) the program had no positive influence on the attitudes of the students toward written composition; (2) the program effectively taught these students to use free modifiers to expand their ideas in sentences and paragraphs; (3) these students continued to expand their sentences in this manner after leaving the instruction; (4) sentences written by students in this program were superior to those written by students taught in the traditional way when compared on the criteria of

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total number of free modifiers, number of initial free modifiers, number of medial free modifiers, and number of final free modifiers; and (5) students can be taught to manipulate free modifiers like the professional writer as described by Christensen. (Author/DI)

ED 079 728 CS 200 524

Lowerre, George Fitzgerald
Conceptually Based Development of Individualized Materials for Critical Thinking Based on Logical Inference.

Pub Date 72
Note—263p.; Ph.D. Dissertation, University of Pennsylvania

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-25,622, MF \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Cognitive Processes, *Complexity Level, Comprehension, *Critical Thinking, Diagnostic Tests, Educational Research, *Elementary Education, Grade 2, Grade 3, Grade 4, *Individualized Instruction, Learning, *Logical Thinking, Thought Processes

This study developed prototype diagnostic and teaching materials to test logical reasoning ability in second, third, and fourth grade pupils. The testing procedure attempted to find the most difficult levels, along several dimensions, at which a child can use a logical rule. The materials dealt with the rule for "or" elimination and the rule for "all" elimination. Two dimensions were varied: complexity of context and availability of premises in message. Experimental subjects worked individually, using instructional workbooks and tapes, receiving posttests after instruction on the corresponding rule, while control subjects received both posttests approximately eight weeks after the pretests. The change in performance was calculated for each subject on each rule by adding the changes in levels along both dimensions tested. Significant differences were found (in favor of the experimental group) for both the logical rules tested, though the difference for the "or" elimination rules was not as great as the "all" elimination rules. Further development using these procedures is recommended. (Author/DI)

ED 079 729 CS 200 532

Gamble, James Frederick
Cognitive and Linguistic Style Differences Among Educationally Advantaged and Disadvantaged Eighth Grade Boys.

Pub Date 71
Note—119p.; Ed.D. Dissertation, The University of Tennessee

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-15,521, MFilm \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Abstraction Levels, *Cognitive Ability, Cognitive Processes, Concept Formation, *Disadvantaged Groups, Educational Opportunities, *Grade 8, Intelligence, *Linguistic Competence, *Males, Rural Youth, Suburban Youth, Urban Youth

This study investigated the performance of three groups of educationally advantaged and educationally disadvantaged eighth grade boys on each of five measures of cognitive, linguistic, and intellectual functioning. The five measures included: (1) general intelligence, (2) field dependence assessed by an embedded-figures task, (3) level of abstraction, (4) abstract vs. concrete linguistic style, and (5) concrete conceptualization. The advantaged and disadvantaged groups were selected from white rural, black urban, and white suburban populations. Some of the results of the study were (1) that the educationally disadvantaged groups did not differ significantly on the first three performance measures; (2) each performance measure significantly differentiated between the advantaged and disadvantaged groups, with the advantaged making higher scores on all measures; (3) the significantly higher level of general intelligence shown by the advantaged group was not predicted; (4) there was an extreme degree of linguistic concreteness shown by the combined disadvantaged groups; and (5) the ability to transfer concretely based concepts was not consistently related to any other performance measure. (Author/DI)

ED 079 730 CS 200 533

Nash, William Roscoe
Facilitating the Creative Functioning of Disadvantaged Young Black Children.

Pub Date 71
Note—87p.; Ed.D. Dissertation, University of Georgia

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-25,200, MFilm \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Creative Activities, *Creative Thinking, Creativity Tests, *Disadvantaged Youth, Exercise (Physiology), *Grade 1, Imagination, *Negroes, Originality, Play, Psychological Tests, Role Playing, Story Reading, Verbal Stimuli

This study hypothesized that disadvantaged black children could achieve higher creativity scores if they were provided with stimulating experiences appropriate to psychological warm-up immediately before they were tested for figural and verbal creative thinking ability. The subjects were 105 first grade children divided into three experimental groups and one control group. The three treatments included a free play session, "verbal warm-up" stimulation (dramatic story reading), and "physical warm-up" stimulation (role playing of animal behavior to music). The control group received no stimulation. It was concluded that creative thinking in disadvantaged black children can be influenced by experiences complementary to "loosening up" for creative functioning. These students seemed to respond well to creative activities, and it was recommended that school personnel further study the issue. (Author/DI)

ED 079 731 CS 200 538

Zucaro, Blase John
The Use of Bibliotherapy among Sixth Graders to Affect Attitude Change toward American Negroes.

Pub Date 72
Note—134p.; Ed.D. Dissertation, Temple University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 72-27,216, MFilm \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—American Indians, *Bibliotherapy, *Childhood Attitudes, *Grade 6, *Negroes, Negro Literature, Novels, Puerto Ricans, *Racial Attitudes, Suburban Youth, Teaching

This study tested whether bibliotherapy could positively change suburban school children's attitudes toward American Negroes. Secondary purposes were to determine if attitudes toward American Indians and Puerto Ricans would also change as a result of attitude changes toward Negroes and whether bibliotherapy was a feasible technique for the typical classroom teacher. The subjects of the study were three classes of sixth graders in a Philadelphia school. The control group had an informal reading program unconnected to bibliotherapy. Experimental group 1 read but did not discuss novels with a Negro theme; experimental group 2 read and discussed the same novels. Each child filled out a form when he finished a book. Attitudes toward the three minority groups were measured over four time periods. Among the conclusions reached were that group 2 showed a continual rise in attitude change toward Negroes over the testing period; there was also a continual rise in attitude change for group 1 but it was less than for Group 2; and the control group had a less favorable attitude toward Negroes at the end than at the beginning of the study. Detailed results concerning the other minority groups are also presented. In general, it was found that this study sustained the claims made for bibliotherapy. (Author/DI)

ED 079 732 CS 200 549

Nye, Jean C.
The Teaching of English as a Second Language in the Junior High Schools in Puerto Rico.

Pub Date 72
Note—119p.; Ph.D. Dissertation, The University of Toledo

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-5943, MFilm \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Class Size, *English (Second Language), *English Instruction, *Junior High School Students, Language Research, Libraries, *Puerto Ricans, Secondary School Teachers, *Spanish Speaking, Teacher Certification, Traditional Grammar

This study evaluated the teaching of English as a second language in Puerto Rico in grades seven, eight, and nine. The study was written primarily for the teachers of Puerto Rican children in the United States, but also for those involved in the English program in Puerto Rico. Eight research hypotheses were formulated. (1) The majority of English teachers lack certification to teach English. (2) For a majority of the teachers of English, traditional English (i.e., grammar) represents their training as well as their approach in teaching. (3) English classes in Puerto Rico have over thirty students per class. (4) Accuracy is emphasized over fluency in the teaching of English. (5) Libraries are inadequate to meet the needs of teachers and students. (6) Teachers lack audio-visual aids. (7) English is taught with an emphasis on North American culture. (8) Teachers spend 25 to 50 percent of the time speaking Spanish in their English classes. Basing the conclusions on the responses to fifteen questionnaire items, hypotheses 2a, 3, 4, 5, 6, and 7 were supported, while 1 and 2b were rejected. Hypothesis 8 was supported by three of the six educational regions and rejected by the other three. (Author/DI)

ED 079 733 CS 200 550

Stern, Malcolm Eugene
The English Department Chairman: A Job Description.

Pub Date 72
Note—150p.; Ph.D. Dissertation, Northwestern University

Available from—University Microfilms, A Xerox Company, Dissertation Copies, Post Office Box 1764, Ann Arbor, Michigan 48106 (Order No. 73-10,295, MFilm \$4.00 Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Administrative Personnel, Administrator Background, Administrator Education, Administrator Evaluation, *Administrator Responsibility, *English Departments, English Instruction, High School Organization, *Job Analysis, Occupational Information, *Secondary Education, Teacher Evaluation

The purpose of this study was to write a job description for the secondary school English department chairman and to test it with active English chairmen. The job description and questionnaire were sent to 50 percent of the membership of the Conference for Secondary School English Department Chairmen, a National Council of Teachers of English (NCTE) affiliate; 65.5 percent of the questionnaires, representing 44 states were returned. Among the conclusions were: (1) There is an obvious need for a written job description for the English department chairman. (2) Many chairmen are new to the job. (3) Most chairmen want to and do teach at least one class. (4) Evaluation of chairmen is haphazard at best. (5) Nearly one half of the chairmen have or take no responsibility for teacher evaluation. (6) Chairmen are concerned with their own professional growth as evidenced by reading habits, participation in professional organizations, and graduate work. (7) Only 30 percent of the chairmen have teaching loads meeting the NCTE recommendation of being released from one class for every five full time English teachers. (8) Administrators must give chairmen greater support before the chairmen can be expected to do an effective job. (Author/DI)

ED 079 734 CS 200 580

Shands, Harley C.
The War with Words: Structure and Transcendence. Approaches to Semiotics Series No. 12.

Pub Date 71
Note—128p.; Published by Mouton, the Hague
Available from—Humanities Press, 450 Park Avenue South, New York, N. Y. 10010 (\$8.00 cloth)

Document Not Available from EDRS.

Descriptors—Abstraction Levels, Abstract Reasoning, Linguistic Theory, *Mysticism, Personal Growth, *Philosophy, Sciences, *Scientific Concepts, Scientific Methodology, Scientific Principles, *Semiotics, *Symbolic Language

Semiotic research increasingly reveals the basic importance of structure at all levels of genetic,

linguistic, and social process. The paradox that structure not only liberates but also imprisons has been familiar to members of many different cultures, and the search for personal release in transcendent states of feeling contrapuntally illuminates the opposite search for higher and higher levels of abstract structural understanding. Traditionally, the search for feelings of "surpassing intensity" has been the self-selected task of human beings willing to immerse themselves in protracted, even unlimited, self-discipline. Paradoxically, however, many of the young seek states of surpassing intensity while rejecting the ideals of discipline and delay of gratification. "The War with Words" is an inquiry into this current problem. It considers the description of unification or dedifferentiation familiar in the writings of mystics, East and West, in the light of contemporary scientific work in biology which gives models from physiology (e.g., "paradoxical sleep") through which transcendent states can be more comprehensively understood. From a central interest in verbal form and function, an aspect of the social revolution of our time, as it reflects a very ancient tradition, is explored. (MF)

ED 079 735 CS 200 587

Wolfram, Walt, Ed. Clarke, Nona H., Ed.
Black-White Speech Relationships. Urban Language Series No. 7.

Center for Applied Linguistics, Washington, D.C.
Pub Date 71
Note—161p.

Available from—Center for Applied Linguistics, 1717 Massachusetts Avenue, N.W., Washington, D.C. 20036 (\$6.50 paper)

Document Not Available from EDRS.

Descriptors—Anthologies, *Creoles, *Diachronic Linguistics, Dialect Studies, Gullah, Linguistic Patterns, *Linguistic Theory, *Negro Dialects, *Speech Habits

Exploring the issue of black and white speech differences, the articles reprinted in this anthology span several decades and are to be viewed in a historical perspective. Turner (1948) examines Gullah, the creole language spoken off the coast of South Carolina. McDavid and McDavid (1951) attempt to identify the different influences on the speech of blacks. Both of these articles represent some of the early attempts to bring out the problems of dealing with black-white speech relations. When the issues were raised again in the middle 1960s, they were accompanied by such articles as Beryl Bailey's examination of the black speech used in "The Cool World" in relation to the typological characteristics of the Caribbean creole language. The two articles written by Stewart further develop the hypothesis that black speech has developed from a creole origin. Dalby in his article postulates that varieties of Black English are evident in various parts of the world today, and Black American English is but one of the varieties which fits into this continuum. Davis, on the other hand, questions the validity of the conclusions concerning a creole origin for black speech. Finally, Wolfram concludes that there are speech differences between white and black children, but that they are not significant enough to warrant calling Black English a "different language." (HOD)

ED 079 736 CS 200 592

Brook, G. L.
Varieties of English.

Pub Date 73
Note—196p.

Available from—St. Martin's Press, 175 Fifth Avenue, New York, N. Y. 10010 (\$7.95 cloth)

Document Not Available from EDRS.

Descriptors—*American English, Child Language, Diachronic Linguistics, *Language Styles, *Language Usage, Regional Dialects, Social Dialects, Synchronic Linguistics

Identifiers—*British English

The English language is not a monolithic entity but an amalgam of many different varieties that can be associated respectively with groups of speakers, with individuals, and with the occasion. Among such varieties are slang, regional and class dialects, the language of children, and the language used by public speakers, journalists, lawyers, scientists, and advertisers. Contributing to these varieties are dialects, idiolects, registers, slang, usage, and the changing nature of our language. A number of changes in pronunciation,

vocabulary, and syntax are currently taking place and are thus constantly creating new varieties of English. (HOD)

ED 079 737 CS 200 594

Emery, Edwin

The Press and America: An Interpretative History of the Mass Media. 3rd Edition.

Pub Date 72

Note—788p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, N. J. 07632 (\$11.95 cloth)

Document Not Available from EDRS.

Descriptors—*Journalism, Language Arts, *Mass Media, News Media, Newspapers, Periodicals, Political Issues, Press Opinion, *Publications, Public Opinion, Radio, Social Change, Television, *United States History

Identifiers—Advocacy Journalism

This book presents a history of journalism in the United States. The opening chapters discuss the European roots of American journalism and cover the time-span ending with the Civil War; the primary concern is an exposition of the principles of the American press. The remaining chapters examine the mass media—newspapers, television, radio, magazines, press association—and their role in a complex society. This third edition of the book includes extensive revisions, particularly in enlarging coverage of the broadcast media. The concluding chapters analyze the controversial role of television during the 1960s and the credibility crisis arising from the conflict between government and the press. Some of the topics discussed are the Vietnam War, the Kerner and Walker reports, the Pentagon Papers, the black press, advocacy journalism, and the underground press. Annotated bibliographies are provided for each of the 31 chapters, and numerous illustrations and an index are included. (DI)

ED 079 738 CS 200 595

Leroy, David J., Ed. Sterling, Christopher H., Ed.

Mass News: Practices, Controversies, and Alternatives.

Pub Date 73

Note—334p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, N. J. 07632 (\$8.95 cloth, \$5.95 paper)

Document Not Available from EDRS.

Descriptors—Bureaucracy, Censorship, Communications, Freedom of Speech, *Journalism, Mass Media, *News Media, *Newspapers, Press Opinion, Publications, *Public Opinion, Racial Balance, Students, Telecommunication, *Television, Violence

This selection of readings, primarily intended for a college journalism course, discusses the strengths and weaknesses of the major sources of the public news—the wire services, newspapers, and television. The first part of the book deals with the context of mass news and serves as an introduction to some of the crucial ideas shaping thinking about news and society. Part two focuses on the practice of mass news, discussing the news media bureaucracy and limitations in mass news. Part three discusses some of the controversies about mass news, such as censorship, portrayal of violence, political bias in reporting, and other issues. Part four discusses alternatives in mass news, under the headings of change by the government, change by the media, and change by the people. Part five presents a selected annotated bibliography of further readings. (DI)

ED 079 739 CS 200 596

Pei, Mario

Double-Speak in America.

Pub Date 73

Note—216p.

Available from—Hawthorn Books, Inc., 260 Madison Avenue, New York, New York 10016 (\$6.95)

Document Not Available from EDRS.

Descriptors—Activism, *Definitions, Economics, Federal Government, Feminism, *Language Role, Mass Media, Negroes, Politics, *Propaganda, Publicize, *Semantics, Violence, Youth

"Weasel words"—newly minted phrases and words or novel interpretations of old words which may be "intentional slants, distortions, and outright coinages inspired by a purpose of profit, propaganda, or, at the very least, personal or institutional prestige" are exposed as they appear in

the language of violence, dissent, the right, the left, the middle, the Pentagon, Madison Avenue, and academia. The popularity of catch-phrases, from such harmless offerings as "Try it, you'll like it" to more insidious, slanderous name-calling, such as sexist, "racist," "Communist," "Middle American," and "liberal," are examined. By exploring the aesthetics, derivations, and present connotations of words, the author keeps tabs on our language as it develops, showing how every facet of our society resorts to double-talk. (MF)

ED 079 740 CS 200 597

Montebello, Mary

Children's Literature in the Curriculum.

Pub Date 72

Note—158p.

Available from—Wm. C. Brown Company Publishers, 2460 Kerper Boulevard, Dubuque, Iowa 52001 (\$2.75)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Art, Composition (Literary), *Elementary Education, Elementary School Science, *Individual Reading, Instructional Materials, Linguistics, Listening Skills, Literature, Mathematics, Music, Oral Expression, *Reading Interests, Reading Material Selection, Social Studies, *Supplementary Reading Materials, Vocabulary Development

Offered in this book are detailed descriptions of tradebooks for individualized reading programs to enrich and enliven the curricula in linguistics, vocabulary development, oral expression, written expression, listening skills, social studies, science, mathematics, music, art, and literature. Appendixes include a check list for selecting "informational" books, suggestions for pupil and teacher self-evaluation, a taxonomy of literary understandings and skills, complete listings of the books which have received Newbery and Caldecott awards, and a 36-page selected tradebook bibliography (with grade levels indicated) covering such wide-ranging areas of interest as poetry, animals, biography, energy and power, experiments, folktales, celebrations, insects, maps, the body and sex education, U. S. history and Indians, and modern fanciful fiction. (MF)

ED 079 741 CS 200 598

Stieglitz, Francine B.

Teaching a Second Language: Sentence Length and Syntax. NCTE Research Report No. 14.

National Council of Teachers of English, Urbana, Ill.

Pub Date 73

Note—88p.

Available from—National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Ill. 61801 (Stock No. 16253, \$2.50 non-member, \$2.25 member)

Document Not Available from EDRS.

Descriptors—*College Students, *English (Second Language), Foreign Students, Language Proficiency, *Language Research, *Pattern Drills (Language), *Sentence Structure, Syntax

Identifiers—Repetition Tasks

The effect of sentence length and syntactic structure on the repeatability of sentences by native and foreign speakers of English was investigated in this study using 18 native English speakers, 30 advanced foreign students, and 114 intermediate level foreign students. Eighty-four sentences were presented for repetition, varying according to word length (5, 8, and 11 words), sentence pattern (NVN, NVPN, and NVNPN), and type of sentence expansion (adjuncts, restrictive adjective clauses, and end adverbial clauses). Each subject was presented all of the sentences in one session; the responses were tape recorded. The test was divided in half, with sentences randomly ordered within each half. Results showed that the easiest pattern was NVN and the most difficult was NVNPN; the end adverbial clause was the easiest type of sentence expansion and the adjunct was the most difficult. Given the same pattern and type of expansion, 8-word sentences were easier to repeat than 11-word sentences. Foreign students made the most errors in changing singular nouns to plurals and vice versa in 8-word sentences and made more errors omitting items in 11-word sentences. It was concluded that the ability to repeat a sentence correctly depends on syntactic structure as measured by sentence pattern, expansion, and number of words in a sentence. (HOD)

ED 079 742

CS 200 600

Lison, Robert A.

The Right to Know: Censorship in America.

Pub Date 73

Note—150p.

Available from—Franklin Watts, Inc., 845 Third Avenue, New York, N.Y. 10022 (\$5.95 cloth)
 Document Not Available from EDRS.

Descriptors—*Censorship, *Federal Government, Films, Government Publications, Government Role, Information Dissemination, *Literature, *Mass Media, *Moral Issues, News Media, Novels, Standards, Television
 Identifiers—*Obscenity

An account of the ways in which censorship operates in the United States, this book deals with both the censorship of obscenity and that of information. Chapters in Part I explore definitions of obscenity, a brief history of censorship in this country, changes in public attitudes toward sex and obscenity, censorship of the movies and of television, and the pros and cons of censoring obscenity. Part II, a treatment of the censorship of information, includes sections on secrecy in government (focusing on the Pentagon Papers), the process and nature of censorship and overclassification in Washington, and censorship of the press and of the broadcasting industry. (MF)

ED 079 743

CS 200 601

Stratta, Leslie, Ed.

Aspects of Language.

National Association for the Teaching of English (England).

Pub Date 72

Note—115p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 22022, \$3.00 non-member, \$2.75 member)

Journal Cit—English in Education; v6 n3 p5-112 Winter 1972

Document Not Available from EDRS.

Descriptors—Classroom Communication, *Communication Skills, *Composition Skills (Literary), *Elementary Education, *Language Arts, *Linguistic Patterns, Mass Media, Persuasive Discourse, Publicize, Questioning Techniques, Speech Habits, Student Participation, Teacher Role

Reflecting the increasing interest in language by teachers of English, articles in this collection: (1) describe and attempt to justify the exploration of living language as it is actually used—"Learning to Evaluate the Spoken Word" by M. C. Dobson, "Exploring the Language of Persuasion" by Sandra Williams, and "Language at Work" by J. H. G. Jones; (2) explore linguistic interaction in the classroom, in the light of works by Barnes, Flanders, Bellack, and B. O. Smith—"Students' Questions and Teacher's Questions" by John Alcock, "Language to Communicate" by Alan Cousins, and "Total Communication" by Andrew Wilkinson; (3) draw from the theories and empirical findings of the London Institute Writing Research Unit—"A Lesson for the Teacher" by Bill Messer and "The Process of Writing" by Glyn Thomas; (4) evaluate some important characteristics of young children's speech and implications for teachers—"Saying It Without Sentences" by Maureen Shields; and (5) discuss experiences and language outcomes of special concern in the classroom—"Language and Experience: Thoughts on a Rationale for the Teaching of English" by Leslie Stratta. (MF)

ED 079 744

CS 200 602

Henderson, Stephen

Understanding the New Black Poetry: Black Speech and Black Music as Poetic References.

Pub Date 73

Note—394p.

Available from—William Morrow & Co., Inc., 105 Madison Ave., New York, New York 10016 (\$9.95)

Document Not Available from EDRS.

Descriptors—*Anthologies, Ballads, Diction, Figurative Language, Folk Culture, Music, *Negro Achievement, *Negro Culture, Negro Dialects, *Negro Literature, *Poetry

Oral tradition, both rural and urban, forms an infrastructure for this anthology, which presents selections of black poetry with an emphasis on the poetry of the sixties. Based on the thesis that the new black poetry's main referents are black speech and black music, the anthology includes examples from the oral tradition of folk sermon,

spirituals, blues, ballad, and rap. An extensive introduction explores the many forms used by black poets, with comments on what is black in the poetry in terms not only of theme and fidelity to the black experience in America, but in terms of structure as well. Biographical notes on the contributing poets are appended to the anthology. (MF)

ED 079 745

CS 200 603

Brooks, Charlotte K.

They Can Learn English.

Pub Date 73

Note—174p.

Available from—Wadsworth Publishing Company, Inc., Belmont, California 94002 (\$3.95 paper)

Document Not Available from EDRS.

Descriptors—African American Studies, Composition (Literary), *Culturally Disadvantaged, Curriculum Guides, *Elementary Education, *English Programs, Ethnic Groups, *Language Arts, Literature, *Minority Group Children, Negroes, Student Teacher Relationship

This book offers suggestions to public school teachers for reaching the alienated and culturally disadvantaged student. The rationale of the book involves three major assumptions: (1) that only an open and accepting attitude toward students will earn their trust, (2) that a teacher should have high expectations for culturally different students, and (3) that teachers must be honest with themselves about their attitudes toward these students—they should leave the profession if they have unalterable prejudices about below average students. The major areas of teaching which are discussed are language, literature, humanities, composition, and media. Suggested lesson plans are provided for each area discussed. Several of these plans show how the areas of English can be correlated for a culturally diverse population. Each chapter mentions useful instructional materials, including books, audiovisual materials, inexpensive teaching aids, and other devices which teachers and students can make. Appendixes on a number of topics are included, as are bibliographies of general literature for the student and professional literature for the teacher. (DI)

ED 079 746

CS 200 630

Barlow, Jack M. And Others

Training Manual for Identifying Figurative Language.

Tennessee Univ., Knoxville. Dept. of Psychology. Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Report No—TR-1

Bureau No—BR-1-D-049

Pub Date Sep 71

Grant—OEG-4-71-0066

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Figurative Language, Literary Conventions, *Manuals, Programmed Instruction, *Rating Scales, *Research

Research into figurative language requires observers who are trained to identify and record figures of speech with a high degree of reliability. This present manual serves that purpose. Divided into four major parts, each part presents a particular class of figurative language, including a general description of the class of tropes represented in that section. In addition, each part is further subdivided into (1) a didactic exposition of one or more figures of speech; (2) a programmed instruction section; and (3) a practice discussion section. This final section is designed to serve both as a practice session for identifying and categorizing figures of speech from conversational prose and as a "rap" session designed systematically to work out discrepancies between raters. Through such an arrangement, it is hoped that differences due to rater unreliability will be minimized. (HOD)

ED 079 747

CS 200 631

Pollio, Howard R.

Figurative Language: A Neglected Aspect of the Elementary School Language Arts Curriculum. Final Report.

Tennessee Univ., Knoxville. Dept. of Psychology. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-1-D-049

Pub Date May 73

Grant—OEG-4-71-0066

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Composition (Literary), *Elementary Education, *Figurative Language, Grade 3, Grade 4, Grade 5, *Language Arts, *Language Research, Language Usage, Metaphors, Reading Materials

Given the rather sparse and somewhat confusing literature dealing with the topic of metaphor and metaphoric usage, this study attempted to (1) determine the basal level of metaphorical usage in grades 3, 4, and 5; (2) evaluate a series of books ("Making It Strange") designed to promote and augment figurative usage in these grades; (3) determine the differences between groups exposed to this series and those using the normal curriculum of the school; and (4) uncover factors in an individual child's test profile that might predispose him to differential metaphorical usage. Conclusions based on the results of the study included: (1) Children use figures of speech (both novel and frozen) in their compositions as early as the third grade, and novel usage seems to decrease over grade level. (2) The experimental program using "Making It Strange" increased the frequency of occurrence of novel figurative usage in the children exposed to this series of compared to their initial output, and as compared to the control groups. Exposure to this series, however, had no effect on the production of frozen figures of speech. (3) There is a strong relationship between frozen figures and length of composition, thereby suggesting that frozen figures might be considered simply as learned vocabulary items. (HOD)

ED 079 748

CS 200 640

Workload for English Teachers: Policy and Procedure. A Report by the Ad Hoc Committee on English Teacher Workload in Secondary Schools.

National Council of Teachers of English, Urbana, Ill.

Pub Date 73

Note—36p.

Available from—National Council of Teachers of English, 1111 Kenyon Road, Urbana, Ill. 61801 (Stock No. 21229, \$0.95)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*English Instruction, *Policy, Policy Formation, *Secondary Schools, *Teachers, Teacher Welfare, *Teaching Load

Discussed in some detail is the policy statement of the National Council of Teachers of English (NCTE) concerning the English teacher workload, which states (briefly) (1) in order to make it possible for English teachers in secondary schools to give an accountable performance, schools and their communities must recognize that maintaining class sizes and teacher workload at desirable levels is a vital part of the community's accountability to its teachers and its youth; (2) the teacher of English should have direct instructional responsibility for no more than 100 students; (3) a ratio for English teacher workload in a given school must be determined by discussions among local teachers, administrators, and laymen following a detailed analysis of local conditions; and (4) after determining desirable workloads for English teachers, schools should set specific target dates for progress toward attainment of desirable loads. Chapters provide a discussion of the background on English teacher workload, a discussion of factors which point to larger or smaller English teacher workload, and a discussion of "the factor tree," a device for deciding on an optimum workload for English teachers. (HOD)

ED 079 749

CS 200 641

Berger, Harry

Outline of a General Theory of Culture Change.

Pub Date Oct 72

Note—13p.; Paper presented at the Annual Meeting of the Midwest Modern Language Ass. (14th, St. Louis, October 26-28, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Creativity, *Cultural Awareness, Cultural Education, Cultural Environment, Cultural Factors, *Curriculum Development, *History, *Humanities, *Interdisciplinary Approach

A theory of culture change is offered as a foundation for reorganization of curriculums of general education and interdisciplinary study. Broadly humanistic in character, the theory's aim is to make possible a genuine integration of concepts in such disciplines as literature, art history, philosophy, psychology, political theory and history, sociology, and history of science and

economics. The theory centers on "man the creator" in the broadest sense: on the conscious and nonconscious productive processes by which man makes his history and continually recreate himself and his environment. The relations between creation and the consciousness of creation and between creativity and the consciousness of creativity and the interplay between the works of creative individuals and their environments are explored in a theory which, because the very essence of this interplay is continual change, has to be both dynamic and historical, with a focus on changing attitudes toward creation and on the interrelated factor of changing styles. (MF)

ED 079 750 CS 200 642
Saporito, Leo C.

English Language Arts Grades 1-2-3 Curriculum Guide, Book One.

Vermilion Parish School Board, Abbeville, La.

Pub Date 70

Note—73p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Choral Speaking, Composition (Literary), *Curriculum Guides, *English Curriculum, Grammar, Handwriting, *Language Arts, Listening, Literature, *Primary Grades, Reading, Spelling

Identifiers—Elementary Secondary Education Act Title III

This language arts curriculum guide was prepared for use in grades one through three. The English strand of the language arts is based on the "Roberts English Series," the reading on the "Ginn 100 Series," the spelling on "Sound and Sense in Spelling," and the handwriting on the "Noble and Noble Series." Among the divisions of the guide are those given to general and specific objectives, time allotments, literature, choral speaking, listening, spelling, dictation, handwriting, grammar and syntax, oral composition, written composition, and reading. The general outlines and suggestions might apply to any text and constitute the skills and concepts which should be developed at each grade level. (The second part of this guide is given to reading instruction in grades 1-3; See CS 000 670.) (HOD)

ED 079 751 CS 200 643

Saporito, Leo C., Ed. And Others

English Language Arts Curriculum Guide, Intermediate Elementary Level: Grade 4.

Vermilion Parish School Board, Abbeville, La.

Pub Date 70

Note—84p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Composition (Literary), *Curriculum Guides, *English Curriculum, *Grade 4, Handwriting, Informal Reading Inventory, *Language Arts, Linguistics, Listening, Literature, Reading, Reading Materials, Spelling

Identifiers—Elementary Secondary Education Act Title III

Prepared for use in grade four, this language arts curriculum guide bases its reading strand on "Roads to Everywhere" (Ginn 100), the English strand on "Roberts English Series" (Harcourt), the spelling strand on "Sound and Sense in Spelling" (Harcourt), and the handwriting strand on "Better Handwriting for You" (Noble and Noble). Some of the divisions in the guide are given to general and specific objectives for language arts, time allotments, a linguistic program, a proofreading checklist for written composition, reading, an informal reading inventory, reading levels, suggested stories for oral reading, a list of spelling "demons," handwriting, listening activities, literature, and oral composition. (HOD)

ED 079 752 CS 200 644

Saporito, Leo C., Ed. And Others

English Language Arts Curriculum Guide, Intermediate Elementary Level: Grade 5.

Vermilion Parish School Board, Abbeville, La.

Pub Date 70

Note—84p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Composition (Literary), *Curriculum Guides, *English Curriculum, *Grade 5, Handwriting, Informal Reading Inventory, *Language Arts, Linguistics, Listening, Literature, Reading, Reading Materials, Spelling

Identifiers—Elementary Secondary Education Act Title III

Prepared for use in grade five, this language arts curriculum guide bases its reading strand on "Trails to Treasure" (Ginn 100), its English strand on "Roberts English Series" (Harcourt), its spelling strand on "Sound and Sense in Spelling" (Harcourt), and its handwriting strand on "Better Handwriting for You" (Noble and Noble). Some of the divisions in the guide are given to general and specific objectives for language arts, time allotments, a linguistic program for grade five, a proofreading checklist for written composition, reading, an informal reading inventory, reading materials, suggested stories for oral reading, spelling, handwriting, listening, literature, and oral composition. (HOD)

ED 079 753 CS 200 645

Saporito, Leo C., Ed. And Others

English Language Arts Curriculum Guide, Intermediate Elementary Level: Grade 6.

Vermilion Parish School Board, Abbeville, La.

Pub Date 70

Note—86p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Composition (Literary), *Curriculum Guides, *English Curriculum, *Grade 6, Handwriting, *Language Arts, Linguistics, Listening, Literature, Reading, Reading Level, Reading Materials, Spelling Identifiers—Elementary Secondary Education Act Title III

Prepared for use in grade six, this language arts curriculum guide bases its reading strand on "Wings to Adventure" (Ginn 100), its English strand on "Roberts English Series" (Harcourt), its spelling strand on "Sound and Sense in Spelling" (Harcourt), and its handwriting strand on "Better Handwriting for You" (Noble and Noble). Some of the divisions in the guide are given to general and specific objectives for language arts, time allotments, a linguistic program for grade six, reading, reading levels, an informal reading inventory, reading materials, suggested stories for oral reading, spelling, handwriting, listening, literature, and oral composition. (HOD)

ED 079 754 CS 200 646

Saporito, Leo C., Ed. And Others

English Language Arts Curriculum Guide, Junior High Level: Grade 7.

Vermilion Parish School Board, Abbeville, La.

Pub Date 70

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Composition (Literary), *Curriculum Guides, *English Curriculum, *Grade 7, Handwriting, Informal Reading Inventory, *Language Arts, Linguistics, Listening, Literature, Reading, Reading Level, Reading Materials, Spelling Identifiers—Elementary Secondary Education Act Title III

Prepared for use in grade seven, this language arts curriculum guide bases its reading strand on "Discovery through Reading" (Ginn 100), its English strand on "Roberts English Series" (Harcourt), its spelling strand on "Sound and Sense in Spelling" (Harcourt), and its handwriting strand on "Better Handwriting for You" (Noble and Noble). Some of the divisions in the guide are given to general and specific objectives for language arts, time allotments, a linguistic program for grade seven, grading and correcting compositions, reading, informal reading inventory, reading levels, reading materials, spelling, handwriting, listening, literature, and oral composition. (HOD)

ED 079 755 CS 200 647

Saporito, Leo C., Ed. And Others

English Language Arts Curriculum Guide, Junior High Level: Grade 8.

Vermilion Parish School Board, Abbeville, La.

Pub Date 70

Note—88p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Composition (Literary), *Curriculum Guides, *English Curriculum, *Grade 8, Handwriting, Informal Reading Inventory, *Language Arts, Linguistics, Listening, Literature, Reading, Reading Materials, Spelling Identifiers—Elementary Secondary Education Act Title III

Prepared for use in grade eight, this language arts curriculum guide bases its reading strand on "Exploration through Reading" (Ginn 100), its English strand on "Roberts English Series" (Har-

court), its spelling strand on "Sound and Sense in Spelling" (Harcourt), and its handwriting strand on "Better Handwriting for You" (Noble and Noble). Some of the divisions in the guide are given to general and specific objectives for language arts, suggested time allotments, a linguistic program for grade eight, grading and correcting compositions, reading, an informal reading inventory, reading materials, spelling, handwriting, listening, literature, and oral composition. (HOD)

ED 079 756 CS 200 648

A New Approach to the Teaching of English Language Arts, Grades 7-12.

Knox County Schools, Knoxville, Tenn.

Pub Date Jul 68

Note—139p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Curriculum Guides, *Elective Subjects, *English Instruction, Language Arts, *Language Skills, Literature, *Secondary Education, *Teaching Guides

This guidebook is designed to be both a resource book and a tentative curriculum outline. The language arts program described for grades 7 through 10 attempts to provide students with a basic background from which they can draw information and skills as needed for their successful work in the English electives offered in grades 11 and 12. The basic skills considered include reading, writing, speaking, listening and library skills, and basic experiences with literature. Electives outlined for grades 11 and 12 include creative writing, the structure of the English language, journalism, advanced composition and research methods, mass communication, basic public speaking, critical thinking, a survey of American literature, a survey of English literature, Shakespeare, world literature, the short story, the novel, poetry, drama, and mythology. (HOD)

ED 079 757 CS 200 649

Hsia, H. J.

Supranational and Supracultural Communication Research: A Plea for a Worldwide Supranational Communication Center.

Texas Tech Univ., Lubbock. Dept. of Mass Communications.

Pub Date Aug 73

Note—65p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Fort Collins, Colorado, August, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Clearinghouses, *Communication (Thought Transfer), Communication Skills, Information Dissemination, *Information Theory, Intercommunication, International Organizations, *International Programs, Journalism, *Research and Development Centers, Systems Approach, Systems Concepts

Identifiers—*Supranational Communication Research Center

Because of the importance and the internationality of mass communications, it has become necessary to study this phenomenon on a global scale. An organization for Supranational Communication Research, located on each of the continents, could act as a clearinghouse and patron for world-wide communication study. That is, in order to guide the emergence of a world culture, it is essential to ascertain the effects, processes, patterns, and dysfunctions of mass communication in all possible supranational and supracultural settings and on a global scale. It is therefore imperative to establish supranational communication study centers. Such coordinated work could investigate primary problems, act as a nerve center for studies in other locations, and design principal programs in theory, general systems research, model- and systems-building, and applied research. (CH)

ED 079 758 CS 200 650

Language Arts Curriculum.

Intermountain School, Brigham City, Utah.

Pub Date 72

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiolingual Methods, Behavioral Objectives, Curriculum Design, *Curriculum Guides, Elementary Education, *English (Second Language), English Curriculum, *Inductive Methods, *Language Arts, Navaho, Secondary Education

Based on a coordinated aural-oral approach, this language arts curriculum guide was developed to teach Navajo students English as a

second language. The design of the curriculum provides for longitudinal and horizontal movements to favor concept formation by inductive experience. The plan gears instruction to three instructional levels: low (the learner with first to third grade reading achievement); medium (the learner with fourth to sixth grade reading skills); and high (the learner with seventh grade reading skills or above). Within each class the program provides for the placement of students in a group appropriate to their academic achievement and readiness. Each quarter is broken down into units on grammar, writing, speaking and listening, and reading and literature, with performance objectives listed under each. It is anticipated that this curriculum plan will offer a scope that will stimulate the students' interests, provide a means for closer correlation with their vocational interests and training, and open an avenue for broader cultural integration. (HOD)

ED 079 759

CS 200 651

Kent, Kurt

Variations by Audience Social Class in Newspaper Content Relating to Development for Newspapers in New Delhi, India.

Pub Date Apr 73

Note—18p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, April 25-28, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, Conceptual Schemes, *Content Analysis, Economic Development, Economic Disadvantage, Lower Class, Newspapers, *Press Opinion, *Public Opinion, *Social Attitudes, Social Characteristics, Social Class, *Social Differences, Socioeconomic Influences, Upper Class

Identifiers—India

Based on the assumption that newspapers mirror the conceptions of economic development among major groups in society and that analysis of their content may aid in the clarification of group viewpoints, two dimensions along which groups might differ with respect to their conceptions of economic development issues were postulated: the need for survival by members of the groups, and the modal cognitive structures and processes of members of the groups. Coverage by slum papers and coverage by elite papers in Greater Delhi, India, were then compared. Findings indicated that slum newspapers gave more attention to immediate relief for the extremely destitute, to economic questions affecting their survival, to a topic officially designated as urgent to their continued survival (family planning), and to small, local projects and concerns. The elite newspapers, on the other hand, gave more attention to preservation of existing institutions and to cosmopolitan issues and concerns. (Author/HOD)

ED 079 760

CS 200 652

A Review of Bibliographies on Black Literature. Missouri Univ., Kansas City. Ethnic Awareness Center.

Pub Date Sep 73

Note—99p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Bibliographies, *Booklists, *Negro Literature Identifiers—Ethnic Awareness Center

Identified in this review are 61 bibliographies that relate primarily to black people and that were available as of 1973 at the libraries of the University of Missouri campuses in Kansas City, Columbia, and St. Louis. The bibliographies were collected through a systematic review of each campus's shelf list, resulting in the examination of all the bibliographies between the Library of Congress Classification System reference numbers of Z1361 .E4 B45 and Z1361 .N39 W8 that were thought to be relevant. Each bibliography was then reviewed for inclusion and annotated with its table of contents. (HOD)

ED 079 761

CS 200 653

Hutson, Barbara And Others

Reversing Irreversible Sentences: Semantic Constraints upon Syntactic Comprehension.

Pub Date Feb 73

Note—24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Language, Comprehension, Comprehension Development, Expectation, Language Development, *Language Research, Linguistic Patterns, Probability, *Semantics, *Sentence Structure, *Syntax, Synthesis

Active and passive sentences were presented with probable and improbable semantic content to 100 first graders and 100 kindergartners. "Irreversible" sentences were considered improbable. In a design employing syntax, probability, grade, and sex as factors, probability and syntax were found significant both as main effects and in their interaction. Probability had little effect on the comprehension of active sentences, but strongly affected comprehension of passive sentences. First graders responded correctly more often than kindergartners; the difference was greatest on improbable sentences, with improbable passive sentences the most difficult. Sex differences were not found. The greater difficulty in comprehending less familiar sentences when syntactic form is not supported by semantic content suggests that the semantic component of grammar may play an important role in the child's acquisition of syntactic comprehension. (Author)

ED 079 762

CS 200 654

Willard, Charles B., Ed.

Your Reading: A Book List for Junior High Schools.

National Council of Teachers of English, Campaign, Ill.

Pub Date 66

Note—197p.; Published by The New American Library

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Annotated Bibliographies, Art, *Childrens Books, Family Life, Folklore Books, Foreign Countries, *Junior High Schools, Leadership, Legends, *Reading Materials, Secondary Education

Approximately 1300 books listed in this bibliography are grouped under 13 main headings: Adventure, Home and Family, Problems of Youth, The Arts, Just for Fun, Folklore and Legend, Animals, Sports, Science, Vocations and Avocations, People Worth Knowing and Knowing About, Our Country, and The World. A brief annotation describes the content of each book. Those books which are especially easy, especially difficult, nonfiction, and available in paperback are pointed out. (This document previously announced as ED 037 431.) (LH)

ED 079 763

CS 200 655

Leach, L. C. And Others

Behavioral Objectives: Language and Literature, Grades K-12.

Arkansas State Dept. of Education, Little Rock.

Pub Date 70

Note—115p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Affective Objectives, *Behavioral Objectives, Cognitive Objectives, *Curriculum Development, Curriculum Planning, Elementary Education, *English Instruction, Inservice Teacher Education, *Language, Language Arts, *Literature, Secondary Education

The behavioral objectives in this book, intended for teachers, supervisors, and administrators, are designed to assist in the content planning and assessment of accomplishments of courses in language and literature in grades K-12, and for use in developing the content of in-service courses. The language section contains behavioral objectives in the affective and cognitive domains which deal with the nature of language, the history of language, dialect, morphology, phonology, sentence patterns, form classes, syntax, and semantics. Examples illustrating the objectives are occasionally provided. The objectives in literature are grouped under children's literature, the short story, the novel, poetry, drama, the essay, and critical approaches to literature. Careful selection of appropriate objectives is advised with consideration to the grade level and ability of the students. (LL)

ED 079 764

CS 200 657

Effros, Charlotte

An Experimental Study of the Effects of Guided Revision and Delayed Grades on Writing Proficiency of College Freshmen. Final Report.

New Haven Univ., West Haven, Conn.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No.—BR-2-A-055

Pub Date Aug 73

Grant—OEG-72-0017(509)

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Freshmen, College Instruction, *Composition (Literary), Conventional Instruction, *Educational Research, Experimental Teaching, Student Teacher Relationship, *Teaching Methods, Writing, Writing Skills

Ten sections of Freshman Composition were randomly assigned to either the experimental or control condition. The experimental method, in order to motivate students to revise and rewrite, delayed grades until revisions were completed. The control method used incidental revision with immediate grades. Five instructors each taught one experimental and one control section. Instructional procedures, textbooks, writing assignments, and methods of marking were identical for both groups. Two tests of writing proficiency were applied in a pretest-posttest design. The results showed that for the English Expression Tests the control group was significantly better than the experimental group and that interaction between teacher/class and method was highly significant. For the essay test, the interaction was also highly significant, but there was no significant difference between the methods. (LL)

ED 079 765

CS 200 661

Shaw, Donald L. Bowers, Thomas A.

Learning from Commercials: The Influence of TV Advertising on the Voter Political "Agenda."

Pub Date Aug 73

Note—17p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Fort Collins, Colorado, August 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Beliefs, Bias, *Content Analysis, Mass Media, Opinions, Political Attitudes, *Political Influences, *Programming (Broadcast), *Publicize, Public Relations, *Television Commercials, Television Research

The effects of the television advertisements for Richard Nixon and George McGovern during the 1972 presidential election were tested by a content analysis of television programming and statistical analysis of viewer attitudinal response. Programming content for Nixon developed more general issues and did not especially feature the personality of Nixon. McGovern's television programming concentrated on a few issues in detail and stressed the candidate's personal qualities. Viewer response to Nixon commercials was neutral. Reaction to McGovern's media campaign was positive on the issues, but his personal qualities did not excite the viewers. Viewers with high exposure to the candidates' commercials and to television news programs tended to rank-order the campaign issues in the same way as did the commercials and news programs. (CH)

ED 079 766

CS 200 662

Eshelman, David

Compulsory Disclosure by Newsmen: The Implications of the Legal Heritage for the Contemporary Situation.

Pub Date Aug 73

Note—37p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Fort Collins, Colorado, August, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Censorship, *Civil Liberties, Communication (Thought Transfer), *Court Litigation, Dissent, *Freedom of Speech, Individual Power, Information Networks, Journalism, *News Media

In the almost 100 years of reported litigation pertaining to compulsory disclosure of news sources, the basic pleadings asserted in common law cases have included employer's regulations, professional ethics, self-incrimination, lack of jurisdictional authority, and relevancy. American courts have consistently denied an evidentiary privilege for newsmen under common law. Even with the shift in emphasis to the enactment of state statutes to provide a shield for newsmen, courts have generally upheld the precedent rulings. This controversy can be satisfactorily resolved if Congress will define public policy provisions of the First Amendment by enacting a definitive statute that safeguards the unrestricted flow of information and inhibits use of the subpoena to force disclosure by newsmen of their sources and information. (Relevant primary legal documents reported by January 1973 were the basis of this analysis.) (EE)

ED 079 767

CS 200 663

Hsia, H. J.

On Redundancy.

Pub Date Aug 73

Note—57p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (Fort Collins, Colorado, August, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), *Language Research, Memory, *Redundancy, Semantics, *Semiotics, Syntax Identifiers—*Communication Efficiency, Pragmatics

The quality of redundancy in language usage can be examined to determine its effect on communication efficiency. Semiotic redundancy, defined as the quantity of prolixity between semantic and pragmatic information, has the potential of reducing equivocation and error and, at the optimal level, provides maximum communication efficiency. Thus, redundancy in communication interchanges, when joined with redundancy in the human memory, holds the key to information transfer between people. Research into the semantics, syntactics, and pragmatics of information interchange yields the optimum level of redundancy for truly efficient communication. (CH)

ED 079 768

CS 200 664

Secondary Schools Curriculum Guide: English, Grades 7-12, Levels I-14.

Cranston School Dept., R.I.

Spons Agency—Office of Education (DHEW), Washington, D.C. Projects to Advance Creativity in Education.

Pub Date 72

Note—75p.; Draft copy; prepared by a curriculum writing team of secondary teachers

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *Composition (Literary), *Curriculum Guides, English Curriculum, English Instruction, English Literature, Learning Activities, Literary Styles, *Literature, Novels, Persuasive Discourse, *Secondary Education, Short Stories Identifiers—ESEA Title III, Project PACESETTER

Produced by a staff of teachers working on curriculum teams for Project PACESETTER, this secondary school English curriculum guide organizes materials into behavioral objectives which include two major components: the objective statement, which specifies the behavioral variable, and activities, which outline what the student should do to attain the objectives. Each of the curriculum areas is divided into major topics or levels, beginning with a level objective followed by numbered objectives subordinate to it. Suggested activities follow each of these specific objectives and are numbered consecutively throughout the level. Subject areas include communication skills, an introduction to the novel, the classification of the novel, definition of the novel, style of the novel, characterization and character analysis of the novel, plot and character in the novel, critical analysis of the novel, the short story, a survey of English literature, social letter writing, argument and persuasion, basic writing techniques, and paragraph styles in textbook study. (HOD)

ED 079 769

CS 500 217

Pearson, Eloise V., Ed.

Communication: Speaking and Listening; A Communication Skills Curriculum and Interdisciplinary Resource Guide for Junior High Schools. Colorado Univ., Boulder. Bureau of Communication Services and Research.

Pub Date 72

Note—193p.

Available from—Eloise Pearson, Admin. Asst., Bureau of Communication Services & Research, 1165 Broadway, Room 306, Univ. of Colorado, Boulder, Colorado 80302 (\$7.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Affective Objectives, Behavioral Objectives, Cognitive Objectives, *Communication Skills, *Curriculum Guides, Group Experience, Individual Development, *Junior High School Students, *Listening Skills, Mass Media, *Oral Communication

This five-unit junior high school speech communication curriculum guide is designed to provide seventh, eighth and ninth graders with an introductory course in speech-communication.

Presupposing that communication or speech is a regularly scheduled subject in the junior high school, the outlined course requires at least one semester of academic study. The total communication process is emphasized as both a process for learning and work as well as for pleasure. The five units address the communication problems and strategies posed by the mass electronic media; the symbolic nature of language; the student's role as a receiver and producer of messages; the elements, relationships and variables affecting the communication process; small group problem-solving; and large group communication. Skill development oriented, each unit contains behavioral objectives, criteria for evaluating learning, and activities and materials sections. (Author/LG)

ED 079 770

CS 500 311

Irwin, Ruth Beckey. And Others

The Effects of Varying Latencies in the Stimulus-Response Paradigm of Speech Therapy.

Pub Date Dec 72

Note—14p.; Paper presented at the Annual Meeting of the Speech Communications Assn. (58th, Chicago, December 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Articulation (Speech), Communication (Thought Transfer), *Language Research, Oral Communication, Research Methodology, *Speech Habits, *Speech Handicaps, Speech Improvement

Effects of varying latencies upon articulatory productions in the stimulus-response paradigm were studied. Zero latency was compared to latency equal to stimuli and to latency with silent rehearsal of muscular movements. Thirty children with misarticulated /r/ from kindergarten, first, and second grades participated as subjects. Stimulus /ra/ was recorded on tape to provide 30 stimulations per subject. Tape 1 contained stimuli with no latency; tape 2 had stimuli with latency; and tape 3 contained stimuli with latency and conditioning for muscular practice. The first, tenth, twentieth, and thirtieth responses of each subject were judged. Only the responses following zero latency yielded significantly improved responses after 30 stimulus-response trials. It would appear desirable to continue to use the stimulus-response method with latencies adapted to the individual subject. (Author/EE)

ED 079 771

CS 500 323

Minifie, Fred. D., Ed. And Others

Normal Aspects of Speech, Hearing, and Language.

Pub Date 73

Note—509p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$12.95)

Document Not Available from EDRS.

Descriptors—Acoustic Phonetics, *Acoustics, Articulation (Speech), *Audition (Physiology), Language, *Linguistics, Oral Communication, Phonetics, *Psychoacoustics, *Speech, Speech Pathology

This book is written as a guide to the understanding of the processes involved in human speech communication. Ten authorities contributed material to provide an introduction to the physiological aspects of speech production and reception, the acoustical aspects of speech production and transmission, the psychophysics of sound reception, the nature of language, and the language rules used by talkers and listeners. Chapter topics are the elementary properties of acoustics, the respiratory function in speech, phonation, the normal articulation processes, speech physiology, speech acoustics, auditory physiology, psychoacoustics, language, and linguistic performance. (RN)

ED 079 772

CS 500 334

Skirde, Edward G.

Human Information and Argument Retrieval: Language Correlates and Attitudinal Frame of Reference; Rhetorical Invention: Attitudinally Bound.

Pub Date Apr 73

Note—15p.; Paper presented at the Annual Conference of the International Communication Association (Montreal, April 25-29, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, Beliefs, *Bias, *Concept Formation, Information Theory, *Persuasive Discourse, *Rhetoric Identifiers—*Argumentation

An act of rhetoric has attitudinal significance; that is, a part of rhetoric involves persuasion. Further, attitudinal frames of reference relate to and result from the retrieval of stored information (memory, etc.) and the generation of arguments. By studying the relative strength that subjects use in arguing an "issue-concept," the subjects' latitude for acceptance or rejection can be determined as well as their own generation and sorting of arguments. The extremity of a subject's attitudinal position toward an "issue-concept" also related to the number of arguments generated. Finally, the extremity of position and degree of involvement relate directly to the number of arguments generated. (CH)

ED 079 773

CS 500 335

Ellingsworth, Huber W. Rosario, Florangel Z.

Communication and Decision-Making Behavior of IEC (Information, Education, and Communication) Administrators in the Philippines and Malaysia.

Pub Date Apr 73

Note—29p.; Paper presented at the Annual Conference of the International Communication Association (Montreal, April 25-29, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), *Decision Making, Employer Employee Relationship, *Human Relations, Industrial Relations, Interaction Process Analysis, Intercommunication, Management Systems, *Operations Research, Organizational Climate, Role Perception

This report is part of a case study of the organization and administration of family planning in information, education and communication programs in the Philippines and Malaysia. The study focused on the communication behavior and role perceptions of administrators, who must disseminate information and make decisions within their communication networks. In June and July 1972, structured interviews were held with a total of 69 administrators (47 from the Philippines and 22 from Malaysia). Results of the survey indicated that administrators characteristically send out more information than they receive. In addition, administrators perceive the initiation of communication as a principle means of defining status. Administrators generally prefer the "one-to-one conference" to other channels of communication. A concern of administrators is that decision making should reflect democratic principles. This is discerned from the observation that directors always consult small groups on important matters in both Malaysia and the Philippines. (EE)

ED 079 774

CS 500 337

Breen, Myles P.

Rationalization of Communication Research.

Pub Date Apr 73

Note—15p.; Paper presented at the Annual Conference of the International Communication Association (Montreal, April 25-29, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication Problems, Information Networks, Information Theory, Media Research, *Methods Research, *Research Methodology, Research Problems, Research Skills, *Research Utilization, *Systems Analysis

The state of information about research in communications is presently in chaos, and only careful systems analysis and publication of clearinghouse-type information can cure the jumble of project topics now under study in the field. The whole system of communications research requires meticulous monitoring, managing, continuous updating with graphic models, and wide dissemination via newsletter. A system of rational procedures for the organization of communication research should be established along the lines of the research management and systems theory developed during World War Two. (CH)

ED 079 775

CS 500 339

Starr, Douglas Perret

Ghosts in the Statehouse: A Study of the Speechwriting Operations of Ghostwriters in Florida's State Capitol.

Pub Date Aug 70

Note—139p.; M.A. Thesis, Florida State University

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Attitudes, Authors, *Communication (Thought Transfer), *Persuasive Discourse, *Politics, Public Speaking, *Speeches, State Officials

Identifiers—Florida, *Ghostwriting

Interviews were conducted with each of the nine speech ghostwriters for Florida's seven statewide elected officials (including the governor) to determine the writer's methods of operation, his background and the extent of his preparation for the position. All of the ghostwriters defended their job as ethical, with the justification that ghostwriting is a necessary, mechanical function of modern government. The results of this study indicate that universities should establish courses in the principles and practices of ghostwriting, designed to attract the prospective ghostwriter. Such an addition to the present speech curriculum could provide a new route into the profession of ghostwriting, by-passing the present "average" route through the profession of journalism. (EE)

ED 079 776

CS 500 340

Brundage, Gloria S.

Legal Remedies for the Reduction of Violence on Children's Television.

Pub Date Dec 72

Note—14p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, Dec. 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Broadcast Industry, *Childhood Attitudes, *Commercial Television, Communication (Thought Transfer), *Legal Responsibility, Programming (Broadcast), Reactive Behavior, Social Problems, *Violence

In the wake of the United States Surgeon General's report which studied the impact of televised violence upon children and warned broadcasters that corrective action must soon be taken, the author explores the available legal channels for the reduction of violence on children's television. In an overview examining the history of violence in broadcasting, she traces and discusses the concern expressed by some broadcasters, the FCC, and Congress. As early as 1934 the FCC found "blood and thunder" children's radio programs contrary to the public interest. Congressional concern has been activated since 1954. The findings of various committees and commissions indicating a causal relationship between television violence and aggressive antisocial child behavior, however, have been repeatedly dismissed by the broadcast industry as inconclusive. The author concludes that failure of the broadcast industry to self-regulate the violent content of children's programs points to a need for immediate remedial action. (RN)

ED 079 777

CS 500 343

Carter, Robert M.

Communication in Organizations: An Annotated Bibliography and Sourcebook.

Pub Date 72

Note—272p.

Available from—Gale Research Company, Book Tower, Detroit, Michigan 48226 (\$14.95)

Document Not Available from EDRS.

Descriptors—*Communication (Thought Transfer), *Group Dynamics, Industrial Relations, Information Networks, *Intercommunication, Interpersonal Relationship, *Management Systems, *Mass Media, Organizational Climate

Taking the broad range of human communications as a background, this book elaborates upon communication theory and mass media methods to delineate facets of organizational communication. Of major concern are topics in information and systems theory, the types of barriers to communication in organizations, communications both up and down the chain of command and among peers, informal communication channels, methods of change in organizations, and evaluation of organizational intercommunication. A special feature of this book is the consideration of all types of communication media—oral, written, audiovisual, electronic, and nonverbal—from a basic perspective, so that the reader may understand the essential acts he performs when conducting communication within an organization. (CH)

ED 079 778

CS 500 344

Anderson, James A.

Analysis of Media Utilization by Urbans and Non-Urbans.

Pub Date Apr 73

Note—13p.; Paper presented at the Annual Conference of the International Communication Association (Montreal, April 25-29, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiences, *Information Sources, Journalism, *Mass Media, *News Media, Newspapers, Periodicals, *Programming (Broadcast), Radio, Rural Areas, *Rural Urban Differences, Television, Television Viewing, Urban Studies

Identifiers—*Entertainment (Mass Media)

The uses of television, radio, newspapers, and magazines by urban and rural respondents differ markedly over the range of entertainment, news, and information functions. As entertainment, television ranks highest in use by all 574 respondents. However, non-urban residents in large numbers favor radio as entertainment and as a news source. Magazines were shown to be the prime information source for all respondents. In sum, urban residents generally favored television, first, and print sources, second, for entertainment, news, and information. Non-urban residents told of heavy reliance upon television for all functions. (CH)

ED 079 779

CS 500 345

Campbell, Karlyn Kohrs

Criticism: Ephemeral and Enduring.

Pub Date Apr 73

Note—14p.; Paper presented at the Annual Meeting of the Central States Speech Assn. (Minneapolis, April, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Analytical Criticism, Communication (Thought Transfer), Cultural Context, *Literature Reviews, *Persuasive Discourse, *Rhetoric, *Rhetorical Criticism

In spite of the material seeking to define rhetoric and approaches to its study, few attempts have been made to stipulate qualities of "rhetorical acts meriting critical attention" or critical outcomes that serve social or professional functions. Rhetorical criticism, to be useful, must perform a unique function for society as well as for the speech communication discipline. Some distinction must be made between those critical acts designed for a social function and those intended to contribute to rhetorical theory. The foundation of rhetorical theory lies in Herbert Wichelns' belief that rhetorical criticism, rather than being concerned with permanence, beauty, or effects as such, regards rhetorical acts as symbolic acts; the purpose of rhetorical criticism is to discover and explain the symbolic processes available to human beings as revealed in these acts. (RN)

ED 079 780

CS 500 346

Metcalf, Marguerite Pearce

Why Should a Speech-Communication Teacher Choose to Teach in High School.

Pub Date Apr 73

Note—12p.; Paper presented at the Annual Meeting of the Southern Speech Communication Assn. (Lexington, Kentucky, April 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication (Thought Transfer), Personal Relationship, Relevance (Education), *Secondary Grades, Speech, *Speech Curriculum, *Speech Education, Speech Improvement, *Speech Instruction

High school teaching is a fertile and unexplored field for speech communication educators. Speech communication courses and teachers are needed in high schools because the nature of their training is broad and interdisciplinary and equips them to render unique and essential services at the secondary level. High school speech teachers are faced with the challenge of designing courses and textbooks which meet the needs of the uncomfortable and self-conscious adolescent, the black who uses dialect and must become bilingual, the career oriented, and the gifted. There is valid evidence to support the inclusion of speech communication courses, taught by specialists in the field, in high school curricula. (EE)

ED 079 781

CS 500 347

Fryar, Maridell Wise, Charles N.

The High School Forensic Program: Resources for School and Community.

Pub Date Apr 73

Note—15p.; Paper presented at the Annual Meeting of the Southern Speech Communication Assn. (Lexington, Kentucky, April 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cocurricular Activities, *Debate, Persuasive Discourse, Public Speaking, School Community Cooperation, *School Community Relationship, *Secondary Grades, *Speaking Activities, Teaching Techniques

Several writers have criticized the traditional structure of the forensics programs—on college and high school levels—as perpetuating a "reality gap" between contest debate and actual public communication. There are methods, however, whereby high school directors can help to bridge this gap and can present a more interesting and enriching forensics program. One method is to provide information to and maintain contacts with other members of the faculty, as well as with community organizations. In addition to contest debate activities, the forensics director can encourage his students to participate in oral interpretation, public speaking, parliamentary procedure, and discussion activities in English and other classes and before community groups. This type of varied experience is valuable to the students and also fosters appreciation within the community for the speech communications programs. (RN)

ED 079 782

CS 500 348

Bowman, Ned A.

Handbook of Technical Practice for the Performing Arts.

Pub Date 72

Note—180p.

Available from—Scenographic Media, Box 8861, Wilkesburg, Pennsylvania 15221 (\$9.95 soft cover, \$13.95 hard cover)

Document Not Available from EDRS.

Descriptors—Film Production, Media Technology, *Production Techniques, Stages, Television, *Theater Arts

This handbook is a compilation of information from many printed sources and from trades outside theatre, TV or film practice which pertain to the technology and design of the performing arts. Two kinds of materials are included in the book. Instructions for and information about materials not traditionally employed in the performing arts forms the foundation of the book. Unique technical solutions to shop problems are also investigated. A principle aim of the book is to provide an idea generator that will trigger the flow of useful solutions to practical, daily problems in the shop, studio and stage. (EE)

ED 079 783

CS 500 349

Minus, Johnny Hale, William Storm

Your Introduction to Film-T.V. Copyright, Contracts and Other Law.

Pub Date 73

Note—232p.

Available from—Seven Arts Press, Inc., 6605 Hollywood Boulevard, No. 215, Hollywood, California 90028 (\$10.00)

Document Not Available from EDRS.

Descriptors—*Commercial Television, Copyrights, Court Litigation, *Film Production, Film Production Specialists, Films, Labor Laws, *Law Instruction, *Laws, Lawyers, Legal Costs, Legal Problems, *Legal Responsibility, Television, Unions

Identifiers—Federal Communications Commission, *Motion Picture Law

This introductory-level book surveys all legal aspects of film and television production. In addition to central issues of copyright, lawsuits, dealing with lawyers, libel, insurance, taxes, union contracts and the Federal Communications Commission, important peripheral topics—such as raising money, buying equipment, distribution, pirate usage, music use, and workmen's compensation—are covered. The goal of the book is to acquaint video- and film-makers with the legal problems and responsibilities their work entails. (CH)

ED 079 784

CS 500 350

Fry, Carlton Ford

The Private Agreement and Citizen Participation in Broadcast Regulation.

Pub Date 72

Note—120p.; M.A. Thesis, Ohio State University

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Broadcast Industry, Broadcast Television, *Citizen Participation, *Commercial Television, Community Organizations, Court Litigation, *Legal Responsibility, *Programming (Broadcast), *Public Affairs Education, Public Television, Telecommunication

Identifiers—Broadcaster Licenses, *Federal Communications Commission, Office of Communication (Federal)

The kind and extent of public access and control in broadcast commercial television is currently in a state of extreme flux. The history of public groups that exert pressure on television

stations' management for changes in programing and policies ranges from small complaints to fully organized license challenges in the courts. However, most of the conflicts between broadcasters and public interest forces are settled privately--out of court. The effect of such private negotiation is not always in the interests of the whole public. Placation of one grievance rather than basic improvement is sometimes the result. Solution to this situation likely lies with the Federal Communications Commission. (CH)

ED 079 785 CS 500 351

Haney, Roger D.

Surveys for Speech-Communication Research in Urban Settings.

Pub Date Dec 72

Note--9p.; Paper presented at the Annual Meeting of the Speech Communication Assn., (58th, Chicago, December 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*City Problems, *Information Theory, *Interpersonal Relationship, Racial Integration, *Research Needs, Speech Habits, *Urban Environment, Urban Population, Urban Studies

Communication problems within an urban society are those of communication from the people to the city, communication from the city government to the people, and interpersonal interaction among the people. Communication to the city from the people has often taken the form of protests, occasionally leading to riots. The interpersonal communicator from the city to the people is usually the policeman. The problem with interpersonal relationships among the people themselves involves differences in language usage, especially among low-income groups. There is great need for speech communication research in this area, especially in order to determine whether or not language training in the schools can help end the difficulties that urban people have in interacting on a personal basis. (RM)

ED 079 786 CS 500 352

Hahn, Dan F. Gonchar, Ruth M.

The Democratic Albatross.

Pub Date Dec 72

Note--11p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, Dec. 27-30, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Democratic Values, Moral Values, *Personal Values, *Persuasive Discourse, *Political Attitudes, Political Influences, Political Issues, Rhetoric, *Social Attitudes, Social Values

Identifiers--*Ideologies (Political)

This paper discusses ideologies, both of the far Left and the far Right, and their influences on the American political structure and our "traditional pluralistic politics," which is defined as the concept traditionally held in this country that politics function within a clash of interests, sectional and group, and that political decisions are best understood as compromises between these clashing interests. Our democratic society has difficulty coping with ideologies because they endanger pluralistic politics in three ways: by closing the political process to their opposition, by transferring essentially political conflicts into non-political areas, and by impairing democratic discussion. Further, the overriding reason for the anti-pluralism of ideologies is that they are more attached to their ideology than to the democratic process, an attachment demanded by the intertwining of the epistemology and personality. (RN)

ED 079 787 CS 500 353

Chayes, Abram And Others

Satellite Broadcasting.

International Broadcast Inst., Ltd., London (England); Royal Inst. of International Affairs, London (England).

Pub Date 73

Note--159p.

Available from--Oxford University Press, 200 Madison Ave., N.Y. 10016 (\$16.00)

Document Not Available from EDRS.

Descriptors--*Communication (Thought Transfer), *Communication Satellites, Input Output Devices, *International Law, Laws, Legal Problems, *Mass Media, Microwave Relay Systems, Radio, *Telecommunication, Telephone Communication Systems, Television
Identifiers--*International Broadcast Institute (IBI), International Telecommunications Union (ITU)

This report of the 1970 International Broadcast Institute (IBI) surveyed legal and communication experts in France, Japan, the United Kingdom, and the United States on the general topic of satellite broadcasting. The responses covered technical data (satellite and ground systems), legal information (international law and the International Telecommunications Union agreements), political data (the channels' contents and propaganda potential), and the texts of replies to the six specific questions relating to international satellite broadcasting. (CH)

ED 079 788

Roth, James David

Socio-Communication.

Pub Date 69

Note--99p.; M.A. Thesis, Pennsylvania State University

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Communication (Thought Transfer), Group Relations, Information Theory, Interaction, *Interaction Process Analysis, Social Attitudes, *Social Influences, *Sociocultural Patterns

The focus of this work is the introduction and description of a quasi-new concept called socio-communication. In chapter 1 the term "socio communication" is defined as "human interaction, among and between different classes of people, by means of verbal and nonverbal expression in day-to-day social situations." In chapter 2 social communication from prehistoric times to the present is summarized. Technology and specialization are discussed in light of the concept of socio-communication. A causal chain is proposed, linking these concepts. The contemporary culture map is split into eight kinds of man, based on posited characteristics and values. Chapter 3 describes the socio-communication among and between the kinds of man, based on inferences from related literature and informal conversations with respected professors in the field of communication. The final chapter suggests several possible solutions to gaps in contemporary socio-communication. (EE)

ED 079 789

Jandt, Fred E.

Biofeedback as Intrapersonal Communication.

Pub Date Apr 73

Note--16p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, April 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Communication (Thought Transfer), *Electroencephalography, Human Relations, Interaction Process Analysis, Interpersonal Competence, *Interpersonal Relationship, Measurement Techniques, Personal Growth, *Personal Relationship, *Scientific Research, *Sensitivity Training, T Groups
Identifiers--*Intrapersonal Communication

Any physiological process which can be monitored in some way may provide biofeedback, which can range from galvanic skin resistance to electroencephalograph (EEG) alpha feedback. Biofeedback techniques have several implications and applications for research in both intrapersonal and interpersonal communication. Both EEG alpha and electromyograph (EMG) feedback techniques have been used successfully in reducing anxiety and result in a general relaxation of the individual, enabling him to relate more easily to others and to his environment. Specifically, EEG alpha biofeedback techniques may be advantageous to sensitivity and encounter groups, because they increase the awareness of members. EMG feedback may be used in conjunction with systematic desensitization to reduce communication apprehension. (EE)

ED 079 790

Harrison, Randall P. Crouch, Wayne W.

"Nonverbal Variables in the Convention Information System" or "An Inquiry into Some Broader Perspectives" or "Can Communication Research Help?"

Pub Date Apr 73

Note--21p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, April, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Communication (Thought Transfer), *Conferences, *Information Theory, Meetings, Nonverbal Communication, *Organizations (Groups), *Professional Associations, Symposia, Verbal Communication

An examination of the scholarly convention as an information system reveals two problems: the word orientation of the usual convention format, excluding other communication variables; and the extent to which suggestions, complaints, or comments are isolated from an overall system orientation. Information gathering on conventions has centered on vital statistics about attendance and papers or on interviews with those attending about their perceptions. Conventions tend to serve in three capacities: as recruiter for the association and its programs, as a "bazaar," or marketplace, for the exchange of ideas, and as an educational experience. The "nonverbal" variables of the convention experience, particularly in the communications field, are worthy of further study. (RN)

ED 079 791

Litvin, Joel

The Psychologies and the Humanization of Communication.

Pub Date Apr 73

Note--27p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, April, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Behavioral Science Research, *Communication (Thought Transfer), *Humanization, Human Relations, *Individual Psychology, Interaction Process Analysis, Interpersonal Relationship, *Psychological Needs, Research Opportunities

Theoretical and methodological developments in the psychologies have had an effect on the direction of research and training in speech. To continue to benefit from association with the psychologies, speech teachers would do well to familiarize themselves with the philosophy-psychology of the humanistic movement. The humanistic approach proceeds from the concept that there are certain universal qualities which characterize man and prove his uniqueness among all species. Research and training that considers the impact of humanistic variables on communication results may significantly contribute to a humanizing of the field of speech and to an understanding of the essentially human nature of man as a communicator. (EE)

ED 079 792

Hufford, Roger

A Reconsideration of Goals.

Pub Date Dec 72

Note--11p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, December 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Communication (Thought Transfer), Critical Thinking, *Debate, Evaluation Techniques, *Instructional Innovation, Logic, Persuasive Discourse, Teaching Procedures

Debate can contribute to the solution of some of the problems of higher education but will thrive only to the extent that it can make a contribution to the greatest number of students and to society. Two areas that need improvement are topic selection and strategies of the negative team. Associations and national honorary societies should promote off-topic debating by linking together several tournaments in order to focus on a single problem not chosen as the national topic. The use of "spread tactics" (attempting to cover more issues numerically than the affirmative will have time to answer in a five-minute rebuttal) is perceived as helpful by the average negative team but is harmful to debate as an activity. The simplest solution is to rearrange the time divisions in debate rounds and move the fifteen-minute negative block forward so that it follows the first affirmative speech rather than the second affirmative. This format would require that the affirmative team present its plan in its first speech. (EE)

ED 079 793

Lynn, Elizabeth M. Ritter, Kurt W.

Classroom Communication: A Flexible Teacher Training Program in Interpersonal Communication.

Pub Date Jun 72

Note--42p.; Syllabus prepared in the Dept. of Speech, Indiana University

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Classroom Communication, *Communication (Thought Transfer), Communications, *Curriculum Guides, Films, Interpersonal

Relationship, *Models, Nonverbal Communication, *Teacher Education, Verbal Communication.

This syllabus provides guidelines and bibliographies for training teachers. A variety of training programs in classroom communication, ranging in length from one-hour presentations to semester-length courses, are outlined. The flexible format is divided into five parts: (1) Rationale for Studying Classroom Communication; (2) Communication Models: Perspectives on Teaching as Communication; (3) Nonverbal Communication; (4) The Verbal Code: Encoding and Decoding; and (5) Barriers to Classroom Communication. This report also suggests instructional materials (including readings, films, and activities) that increase teachers' and prospective teachers' awareness of classroom communication. (CH)

ED 079 794 CS 500 360

Heath, Robert L. Olson, Donald W.
Status Study of High School Speech Education in Texas.

Pub Date [73]

Note—30p.; Unpublished research conducted at the University of Houston

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Cocurricular Activities, *Curriculum Design, Curriculum Development, High School Curriculum, *Secondary Grades, *Speech Curriculum, *Speech Education, *Speech Skills, Teacher Education

Results of a 1972 survey of speech communication education in Texas secondary schools indicate that the traditional activities-oriented method still prevails. Competitive activities receive high priority and quite probably influence development of the speech curriculum. There is little attention paid to communication theory or to the behavioral objectives approach. Further, the students who exhibit problems created by cultural, bilingual, or socioeconomic differences—and who could benefit most from a communications course—generally do not elect to take the course. There are differences of opinion about the nature and emphasis of course content between those teachers who prefer the traditional performance approach and those who are more interested in helping students to develop individual communication skills. The development of new texts and innovative curriculum guides is considered to be an essential requirement. (RN)

ED 079 795 24 CS 500 361

Kibler, Robert J., Ed. Barker, Larry L., Ed.

Conceptual Frontiers in Speech-Communication: Report of the New Orleans Conference on Research and Instructional Development (New Orleans, Louisiana, February 11-16, 1968).

Speech Association of America, New York, N.Y.
Spons Agency—Office of Education (DHEW), Washington, D.C. Arts and Humanities Program.

Bureau No—BR-7-0193

Pub Date 69

Contract—OEC-4-7-070193-3157

Note—228p.

Available from—Speech Association of America, Statler Hilton Hotel, New York, N.Y. 10001 (Clothbound, \$3.75; Paperbound, \$2.25)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Behavioral Science Research, *Behavioral Sciences, *Communication (Thought Transfer), Communication Problems, Cybernetics, Environmental Influences, Facsimile Communication Systems, Information Dissemination, Information Processing, *Information Theory, Intercommunication, Programming Problems, Research Design, Research Methodology, *Research Proposals, *Speech, Verbal Communication

The first part of this report presents background and procedures of the 1968 New Orleans conference on speech-communication and lists the recommendations formally adopted by the conference concerning research priorities, graduate instruction, and issues and responsibilities in speech-communication. The major section of the publication is devoted to conference papers and short responses. One paper, followed by two responses, is presented on each of four subjects—research guidelines for human information processing, the acquisition of communication behavior and deleterious effects caused by mismanaged acquisition, proposals for useful research in communication and decision, and

research methodologies in speech-communication. Discussions in a concluding section review the implications of the conference recommendations from the perspectives of historical, behavioral, and critical scholarship. Appendices include abstracts of papers prepared for the 1967 Interdisciplinary Colloquium at Racine, Wisconsin, a list of participants and observers to the New Orleans conference, and the conference format and instructions to participants. (This document previously announced as ED028 164.) (LH)

ED 079 796

CS 500 362

Kernan, Margot

Radical Voices: A Film Course Study Guide.

Grove Press Film Div., New York, N.Y.

Pub Date [73]

Note—28p.

Available from—Grove Press Film Division, 53

East 11 Street, New York, N.Y. 10003 (Free)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Aesthetic Education, Audiovisual Communication, Film Libraries, Film Production Specialists, *Films, *Film Study, Foreign Language Films, Mass Media, *Political Socialization, Repetitive Film Showings, Revolution, Single Concept Films, Sound Films, *Visual Literacy

Identifiers—Cinema Study, Film Aesthetics, *Film Auteursim, Radical Leftists, Subject Oriented Films

The leftist radical ideas current in the 1960s and 1970s are expressed in the films discussed in this cinema study guide. The radical film takes extreme and avant-garde approaches to the somewhat publicly taboo topics of sex, social issues, and religion. Among the films discussed, I AM CURIOUS (YELLOW) and SOMETHING DIFFERENT show women in their efforts to free themselves from traditional social patterning. THE QUEEN and TRICIA'S WEDDING give two versions of the homosexual world, and BLACK GOD, WHITE DEVIL, and WEEKEND present radical analyses of the decay of iconography. Other films receiving major elaboration are WARRENDALE, BOY, DAVID HOLZMAN'S DIARY, and INNOCENCE UNPROTECTED. The guide, one of a series from Grove Press, also includes full film credits and a short list of further readings. (CH)

ED 079 797

CS 500 363

Lynn, Elizabeth Meagher

The Development of an Oral/Aural Speech Placement Test for Disadvantaged College Students in an Experimental Branch of the SEEK Program.

Pub Date Dec 72

Note—22p.; Paper presented at the Annual Meeting of the Speech Communication Assn. (58th, Chicago, Dec. 27-30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Performance, Aural Learning, College Students, *Communication Skills, Educational Programs, *Grouping (Instructional Purposes), *Language Arts, Language Usage, Nonstandard Dialects, Performance Tests, *Student Placement, Verbal Ability

Identifiers—*SEEK Program (City University of New York)

The SEEK (Search for Education, Elevation, and Knowledge) Program, offered by the City University of New York at each of its college campuses, is a program of compensatory education devised to bridge the gap between college standards for matriculation and the existing academic level of its educationally unprepared student population. Placement at the correct level of language arts competence has proven critical to SEEK students' academic success in all courses. The use of reading scores as the determinant for placing SEEK students in speech courses, however, has proven inaccurate and invalid. The speech faculty at an independent branch of SEEK (the University Center) created an aural/oral test (with writing/reading elements) which produces a miniature pattern of each student's communicative ability. The test resulted in accurately placing students in speech courses commensurate with their abilities. (Author/LG)

ED 079 798

CS 500 364

Starr, Louis M., Ed.

The National Colloquium on Oral History (2nd,

Harriman, New York, November 18-21, 1967).

Oral History Association, New York, N.Y.

Pub Date 68

Note—120p.

Available from—Oral History Association, Waterman Bldg., University of Vermont, Burlington, Vermont 05401 (\$3.00)

Document Not Available from EDRS.

Descriptors—Communication (Thought Transfer), *History, *Interdisciplinary Approach, Methodology, *Oral Communication Identifiers—*Oral History, Oral History Association Colloquium

This volume contains the proceedings of the Second National Colloquium on Oral History. The reported proceedings consist of the transcript of a panel of historians discussing oral history, a review of his own memoirs by Alfred A. Knopf, a paper on the literature of oral history, and an essay on oral history and libel laws. A summary of the meetings of the conference is included along with reports on the John Foster Dulles Project and the George C. Marshall Project. A summary statement, "Impressions of a Librarian," concludes the body of the volume. (CH)

ED 079 799

CS 500 365

Dixon, Elizabeth I., Ed. Mink, James V., Ed.

Oral History at Arrowhead, Proceedings of the National Colloquium on Oral History (1st, Lake Arrowhead, California, September 25-28, 1966).

Oral History Association, New York, N.Y.

Pub Date 69

Note—95p.

Available from—Oral History Assn., Waterman Bldg., University of Vermont, Burlington, Vt. 05401 (\$3.00)

Document Not Available from EDRS.

Descriptors—Communication (Thought Transfer), *History, *Interdisciplinary Approach, Methodology, *Oral Communication Identifiers—*Oral History, Oral History Association Colloquium

This volume contains the proceedings of the First National Colloquium on Oral History, which dealt with the following aspects of oral history: justifications, uses, directions, approaches, techniques, objectives, and standards for the collection, study, and dissemination of an interdisciplinary range of materials in oral history. (The conferences on oral history became, with the success of this first one, a yearly event, each reported by publication of the proceedings.) (CH)

ED 079 800

CS 500 367

Simpkins, John D.

Recording Numerics to Geometrics for Complex Discrimination Tasks; A Feasibility Study of Coding Strategy.

Spons Agency—National Center for Health Services Research and Development (DHEW/PHS), Rockville, Md.

Pub Date Apr 73

Note—16p.; Paper presented at the Annual Meeting of the International Communication Assn. (Montreal, April 25-29, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cybernetics, *Display Systems, *Engineering Technology, Information Processing, Information Retrieval, Information Science, Information Systems, *Information Theory, Information Utilization, *Medical Treatment, Methodology, Models, Pattern Recognition

Processing complex multivariate information effectively when relational properties of information sub-groups are ambiguous is difficult for man and man-machine systems. However, the information processing task is made easier through code study, cybernetic planning, and accurate display mechanisms. An exploratory laboratory study designed for the University of Missouri School of Medicine and the Department of Electrical Engineering, after pretesting by the Department of Information Science, sought feasible coding strategies for displaying multivariate biochemical data gathered on a set of patients. The coding strategies served as "facilitators" of the human perceptual process to permit an accurate placement of the patients into two groups—normal and diseased. Geometrical designs successfully functioned as "codes" for a variety of body chemistry states. Users were able to interpret the visually displayed designs because of a natural human facility for pattern discrimination and recognition. The results of this laboratory test encourage further work of this kind. (CH)

ED 079 801 CS 500 368

Lanigan, Richard L.

A Suggestion on Method: The Ethics of Persuasion in the Beginning Speech Course.

Pub Date [73]

Note—16p.; Unpublished study conducted at Chicago State University

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Communication (Thought Transfer), *Ethical Instruction, *Ethical Values, *Persuasive Discourse, *Public Speaking, Speech Curriculum, Speeches

Traditional concepts of speech ethics are based on either "national value" or "formula value" theories. The national value theory asserts that the ethical standards by which a speaker and a speech are evaluated must reflect established societal mores. The formula value theory delineates a set of rules for the student to follow in the process of persuasive speaking. Both theories suggest general guidelines that are difficult to apply to specific speech situations. In view of the problem inherent in teaching speech ethics with either of these orientations, the student should be encouraged to develop his own standards of ethical speaking. These standards should evolve and develop from peer group discussions. The ethical rules thus established should be rigorously tested by the instructor's criticism of the speaker and by peer group criticism. (EE)

ED 079 802 CS 500 369

Roud, Richard

Jean-Marie Straub.

Pub Date 72

Note—176p.

Available from—The Viking Press, 625 Madison Avenue, New York, N.Y. 10022 (\$2.75 paper)

Document Not Available from EDRS.

Descriptors—*Aesthetic Education, *Audiovisual Communication, Film Production, Films, *Film Study, *Foreign Language Films, Mass Media, Sound Films, *Visual Literacy

Identifiers—Cinema Study, Film Aesthetics, *Film Auteurism, Straub (Jean Marie)

This book covers the life and aesthetic qualities of the work of the European film-maker Jean-Marie Straub (1933-). It contains introductory chapters on the biography and artistic milieu of Straub and continues with a chapter-by-chapter critical treatment of each of his films: "Machorka-Muff"; "Not Reconciled"; "Chronicle of Anna Magdalena Bach"; "The Bridegroom, the Actress, and the Pimp"; and "Othon." The text of the script of "Not Reconciled" is also included. Straub is seen as artistically influenced by Robert Bresson, and his work is examined in light of Straub's reaction to the European legacy from Nazi Germany. A complete filmography is appended. (CH)

ED 079 803 CS 500 370

Mason, Elizabeth B., Ed. Starr, Louis M., Ed.

The Oral History Collection of Columbia University.

Pub Date 73

Note—460p.

Available from—Microfilming Corporation of America, 21 Harristown Road, Glen Rock, New Jersey 07452 (\$12.50)

Document Not Available from EDRS.

Descriptors—*Catalogs, Communication (Thought Transfer), *History, Indexes (Locators), *Library Collections, Library Reference Services, Modern History, *Oral Communication, Research Libraries, Tape Recordings, University Libraries

Identifiers—*Oral History

This book is a catalog of the contents of the oral history collection at Columbia University. Entries are listed alphabetically by the person or group making the oral history recordings. Each entry includes the subject's full name and vocation, brief notes on the content of the oral recording, and an indication of the accessibility of the recording and transcript. Many of the recordings are memoirs elicited through interviews, but the collection also includes self-generated remembrances, speeches, and shorter statements grouped together by subject, such as the Popular Arts Project recordings from such figures as Edward Albee, Richard Barthelmess, Cecil B. de Mille, Jose Ferrer, and Celeste Holm. A total of 2,697 persons are represented in this catalog. (CH)

ED 079 804

CS 500 371

Waserman, Manfred J., Comp.

Bibliography on Oral History.

Oral History Association, New York, N.Y.

Pub Date [71]

Note—40p.

Available from—Oral History Assn., Waterman Bldg., University of Vermont, Burlington, Vt. 05401 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Bibliographies, *History, Indexes (Locators), *Oral Communication

Identifiers—*Oral History

This annotated bibliography covers articles and books dealing with oral history published between 1950 and 1970. In addition to works treating oral history as a methodology for historical discovery, the guide includes a separate annotated list of twenty selected books that use oral history material in the development of their themes and documentation. This publication is indexed by author and subject. (CH)

ED 079 805

CS 500 373

Williams, Chris

Theatre Training Overseas.

New Mexico Highlands Univ., Las Vegas. Media Materials Center.

Pub Date 73

Note—48p.

Available from—Chris Williams, Sr., Drama Division, New Mexico Highlands University, Las Vegas, New Mexico 87701 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Course Content, *Dramatics, *Educational Programs, International Programs, *Professional Education, *Professional Training, *Theater Arts

Identifiers—*Theater Training (International)

The booklet is a reference for those interested in theatrical training programs in other nations. It presents details about the history and philosophy, courses, working conditions, financing, repertory, and so on, of sixteen professional theatre schools or academies in nine nations: England, France, Italy, Sweden, West Germany, East Germany, Poland, Russia, and Japan. Extensive curricular content is specified for the Central School of Speech and Drama and the London Academy of Music and Dramatic Art (England), the Max Reinhardt School (East Berlin), the State Higher School of the Theatre (Warsaw), and the Lunacharsky State Institute of Theatrical Art (Moscow). (RN)

EA**ED 079 806**

EA 005 057

Freund, Janet W.

The Development of a Suburban Junior High School Learning Center.

Pub Date Mar 73

Note—74p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Centers, Case Studies (Education), *Educational Development, Educational Innovation, Instructional Materials, *Instructional Materials Centers, *Junior High Schools, Learning Laboratories, Planning (Facilities), *Resource Centers

Identifiers—Illinois, *Learning Centers, Northwood Junior High School

The purpose of the study is to present a descriptive report of the difficulties and successes in the first eight months of the development of a Learning Center in Northwood Junior High School in Highland Park, Illinois. The report is intended to contribute information which will be helpful to others whose task it is to develop Learning Centers. The author provides a physical description of the Learning Center and the environment in which it was developed, discusses the financing of and the activities in the Center, and reviews literature relating to the development of the Center. A variety of topics are reviewed that concern planning the Center and individual projects that are significant aspects of the program. One chapter provides an overview of the program change and progression, with facsimiles of monthly reports, forms, processes, and diary excerpts included. A bibliography is provided. (Author/DN)

ED 079 807

EA 005 100

Musella, Donald F. Joyce, H. Donald

The Area Superintendent: An In-Basket Simulation Exercise.

Ontario Inst. for Studies in Education, Toronto.

Report No.—ISBN-0-7744-0085-4

Pub Date 73

Note—50p.

Available from—The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada (\$2.75)

Document Not Available from EDRS.

Descriptors—*Administrator Education, *Decision Making, Educational Administration, *In-service Education, Leaders Guides, Leadership Training, Management Development, Management Games, Role Playing, Simulated Environment, *Simulation, *Superintendents

Identifiers—In Basket Simulation

The materials in this booklet simulate some of the problems that area superintendents could face working in actual situations. Taken from the real-life problems of some area superintendents, the exercises are presented in the form of in-basket items -- letters, memos, phone messages, etc. -- that require some action on the part of the person assuming the role of area superintendent. The materials are designed to (1) improve skills related to administrative processes; (2) provide a greater understanding of organizational relationships; (3) provide a greater understanding of role theory and role relationships; (4) improve comprehension of leadership and administrative roles; (5) provide a better understanding of self and others as part of interpersonal relationships within a group setting; (6) improve interpersonal skills in working with others through various models of operation; and (7) improve skills in the use of various models of problem solving. A related document is EA 005 136. (Author/JF)

ED 079 808

EA 005 102

Stepanovich, Myles M.

McKeesport Junior High School: School "C".

Pub Date [71]

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, Educational Change, *Educational Innovation, *Humanization, *Junior High Schools, School Improvement, *School Organization, *School Planning, School Size, Student Behavior, Student Placement, Student Teacher Relationship, Teacher Role, Teaching Methods, Vertical Organization

Identifiers—McKeesport Junior High School, *Pennsylvania, Schools Within a School

This document discusses a reorganization plan by which one large 1,600 student junior high school is being divided into three "schools within a school". The reorganization is taking place with the hope that with three "little schools", each with its own faculty team, a greater focus can be placed on the individual. The document begins by discussing the program rationale, the advantages of the three subschools over one unified school and the organization of a typical subschool. The document then discusses the 7th, 8th, and 9th grade curriculums and the methodology that will be used in teaching. Among the methods discussed are team teaching, inductive learning, and the inquiry method. Also considered in the document are the roles of the teacher and the counselor, scheduling, organizations and activities, student involvement, community involvement, program orientation, student discipline, and evaluation of the program, curriculum, students, and faculty. (Author/DN)

ED 079 809

EA 005 103

Hooker, Clifford P.

The Supply and Demand of Public School Administrators in Minnesota.

Minnesota Univ., St. Paul. Div. of Educational Administration.

Pub Date 73

Note—62p.; Published as v8 n2 of Administrative Leadership

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, Administrator Background, *Administrator Education, *Administrator Qualifications, Certification, Inservice Education, Leadership Training, *Principals, Research, *Superintendents

Identifiers—*Administrator Supply and Demand, Minnesota

This pamphlet reports a study that examined the factors affecting administrator supply and demand in Minnesota. The report (1) provides data on the age, sex, tenure in present position, level of preparation, and administrative certification for persons holding administrative positions; (2) attempts to identify the "ready reserve" -- those trained and waiting to become administrators; (3) discusses the outputs of administrator education institutions; (4) discusses the future demand for administrators in Minnesota; and (5) makes suggestions for improving the training and certification of administrative personnel. (JF)

ED 079 810

EA 005 113

Gilbert, V. K.

Let Each Become. An Account of the Implementation of the Credit Diploma in the Secondary Schools of Ontario.

Toronto Univ. (Ontario). Guidance Centre.

Pub Date 72

Note--88p.

Available from--Guidance Centre, Faculty of Education, University of Toronto, 1000 Yonge Street, Toronto, Canada (\$4.50)

Document Not Available from EDRS.

Descriptors--Credits, Educational Change, Educational Innovation, *Flexible Progression, Flexible Schedules, Grade Organization, *High School Curriculum, High School Organization, *Secondary Grades, Secondary School Counselors, *Student Promotion, *Ungraded Classes Identifiers--Canada, *Ontario

The book is an account of the development of the credit system now in general use in Ontario high schools. The author describes education in the province from its inception, with particular emphasis on the reorganization begun in the middle 1960s. The text covers the background information, points up some of the trends of the last decade, and describes some of the forces and the people important to the implementation of change in the Ontario secondary education system. The effects in different schools of the implementation of innovations such as subject promotion, ungraded hours, subject choice available to students, and diplomas based on the number of credit hours achieved are described. Other proposals for change and an evaluation of one school that adopted some innovations are also presented. (Author/JF)

ED 079 811

EA 005 117

Pedersen, K. George

The Itinerant Schoolmaster. A Socio-Economic Analysis of Teacher Turnover.

Chicago Univ., Ill. Midwest Administration Center.

Pub Date 73

Note--163p.

Available from--Midwest Administration Center, The University of Chicago, 5835 South Kimbark Avenue, Chicago, Illinois 60637 (\$3.00)

Document Not Available from EDRS.

Descriptors--Economic Factors, *Educational Research, Faculty Mobility, Socioeconomic Influences, *Statistical Analysis, Tables (Data), *Teacher Employment, Teacher Motivation, *Teacher Recruitment, Teacher Salaries, *Teacher Supply and Demand

This analytical study of teacher migration in Michigan was conducted in an effort to understand better the complexities of the problem of teacher supply and demand. The major purposes of the study were to (1) generate a research design and an index capable of the analysis of substantial data about the turnover behavior of teachers; (2) acquire further understandings about the concomitants of teacher migration, with particular emphasis on the role which economic factors assume in this social phenomenon; and (3) gain similar analytical insights about the correlates of attrition from the teaching profession. (Author/JF)

ED 079 812

EA 005 118

Wilhelms, Fred T.

Supervision in a New Key.

Association for Supervision and Curriculum Development, Washington, D.C.

Pub Date 73

Note--59p.

Available from--Association for Supervision and Curriculum Development, 1201 Sixteenth Street, N.W., Washington, D.C. 20036. (Stock Number 17926, \$2.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors--Inservice Teaching, *Interaction Process Analysis, *Laboratory Training, *Microteaching, Program Descriptions, Staff Improvement, Supervisors, Teacher Improvement, *Teacher Supervision, *Teaching Skills, Video Tape Recordings

This report discusses new staff development techniques -- interaction analysis, microteaching, and clinical supervision -- and describes new technology such as video recorders. Approaching these new techniques descriptively rather than prescriptively, the author discusses the programs of two regional laboratories -- the Far West Laboratory and the Northwest Regional Educational Laboratory, and points out some of their approaches to staff development which focus on teacher personality rather than on teacher skills. The author advocates the formation of teacher centers where teachers could gather informally, exchange experiences, and otherwise just talk. (JF)

ED 079 813

EA 005 133

McGuiness, Thomas P. Masters, James R.

Research and Administering for Change. A Case Study.

Pub Date Mar 73

Note--15p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 26-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Academic Achievement, Academic Failure, *Decision Making, *Educational Change, *Educational Research, Elementary Schools, Failure Factors, *Humanization, Research Methodology, Research Utilization, School Districts, Secondary Schools, Speeches, *Statistical Analysis, Student Attitudes, Teacher Attitudes

In this paper, the authors describe a research study being carried out in a Pennsylvania school district as a means of demonstrating the role of research in administrative decisionmaking. The research began when the district requested the assistance of the authors in initiating a program of change in the district. The change approach used in the district was based on Glasser's proposals (Schools Without Failure) for humanizing education. The purpose of the research was to determine if significant improvement in elementary and secondary teacher and student attitudes and in elementary student achievement can be effected by this change approach. The research instruments and statistical methodology used in the study are described. (JF)

ED 079 814

EA 005 137

A Long-Range Development Program.

McKeesport Area School District, Pa.; Pittsburgh Univ., Pa. Office of Research and Field Services.

Pub Date 13 Dec 71

Note--374p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors--Demography, Economic Factors, *Educational Development, Educational Facilities, *Educational Finance, Educational Innovation, Educational Objectives, *Educational Planning, Educational Policy, *Educational Programs, *Facility Requirements, Population Trends, Program Descriptions, School Support, Social Factors, Student Transportation

Identifiers--McKeesport, *McKeesport Area School District, Pennsylvania

The described plan projects future demographic changes in the school district community; and examines the kinds of educational programs, school facilities, and financing that will be required. Following an introduction and a summary of the major recommendations, four chapters, each developed by a professional educational specialist in close cooperation with McKeesport school district personnel, provide information concerning the community and demography of McKeesport, its educational program and school plant facilities, and the current and projected financial picture. The chapter on the community covers the geography and history of the area, recreational opportunities, socioeconomic characteristics, public facilities and services, commerce, and population. Facets of the educational program considered are those of the philosophy of education, administrative organization, school and class size, educational objectives, the program of studies, and the district transportation policy. A detailed description of existing buildings in the district and an outline of

a projected building program comprise the chapter on facilities. The presentation concludes with a consideration of tax trends, expenditure patterns, indebtedness, and expenditures and revenues. Numerous maps and tables are included. (Pictures may reproduce poorly.) (Author/DN)

ED 079 815

EA 005 139

Carol, Lila N.

A Study of Methods for Evaluating Chief School Officers in Local School Districts. Management Information Series No. 1.

New Jersey School Boards Association, Trenton.

Pub Date Oct 72

Note--56p.

Available from--New Jersey School Boards Association, Box 909, Trenton, New Jersey 08605. (\$2.00, Quantity Discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors--*Administrator Evaluation, *Boards of Education, Chief Administrators, *Educational Research, Evaluation Methods, Guidelines, *State Surveys, *Superintendents Identifiers--New Jersey

This paper reports a study designed as a preliminary effort to learn how chief school officials are evaluated by boards of education and to make recommendations for improving evaluation procedures. The descriptive research reported herein (1) identifies the status of evaluative procedures for chief school administrators in New Jersey, (2) investigates existing practices, (3) determines the extent to which formalized systems of appraisal have begun to evolve, and (4) assesses the desire of school boards to develop such procedures. (Author/JF)

ED 079 816

EA 005 143

Mellor, Warren

Implementing Curriculum Change. Educational Management Review Series Number 20.

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency--National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 73

Contract--OEC-0-8-080353-3514

Note--10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Curriculum Design, *Curriculum Development, *Curriculum Evaluation, *Curriculum Planning, Educational Administration, *Educational Change, Futures (of Society), Humanization, *Literature Reviews, Student Centered Curriculum

Identifiers--*Assessment, Planning Programing Budgeting Systems, PPBS

Traditional schools have assumed the role of fitting the individual for his place in society. Unique needs and interests have been placed second to "the common needs of all." Such educational programs are now being challenged by those who see a dehumanizing trend in current practices. In the new curriculums, primary emphasis is on satisfying the needs of each unique individual. This review presents some of the considerations involved in implementing new curriculums. There is no necessary contradiction between humaneness on the one hand, and systems approaches and technology on the other. This review, therefore, looks first at the need for carefully planned change programs, relating them specifically to the humanization of curriculums, and then it examines the place of formative, process, and summative evaluations in these programs. The concluding section presents some practical materials for the actual process of implementing new curriculums in schools. (Author)

ED 079 817

EA 005 167

Menz, Gilbert

The Management Team from a Principal's Point of View.

Pub Date 5 Feb 73

Note--18p.; Speech given before National Association of Secondary School Principals Annual Convention (57th, Dallas, Texas, February 2-7, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Administrator Role, *Board of Education Role, Boards of Education, *Decision Making, Organizational Development, *Principals, *Superintendents, Team Administration, Teamwork

Identifiers--*Management Teams

In this speech, the author discusses the concept of the management team, and describes how it has been applied in Warren, Ohio, schools. The management team, according to the author, is a working relationship between the principal and central office administrators (including the superintendent and the board of education) to provide service to the school community. This team, he contends, should provide leadership and direction to the educational process. The author identifies the team member(s) responsible for making particular decisions. (Author/JF)

ED 079 818 EA 005 178

Jensen, Kenneth

Schools Without Failure in Madison, Wisconsin. A Case Study.

Pub Date Mar 73

Note—23p. Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Failure, Case Studies (Education), *Educational Change, *Educational Research, Failure Factors, *Humanization, *Research Methodology, School Surveys, Speeches, Student Attitudes, Student Teacher Relationship, *Teacher Attitudes

Identifiers—*Schools Without Failure, Wisconsin

In this speech, the author discusses the introduction of Doctor William Glasser's approach to humanizing education in Madison, Wisconsin, public schools and describes research conducted in a field setting to determine teacher attitudes to this new approach. Appended to the presentation is the teacher attitude survey instrument used. (Author/JF)

ED 079 819 EA 005 182

Physical Recreation Facilities. A Report.

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date Apr 73

Note—57p.

Available from—Educational Facilities Laboratories, 477 Madison Avenue, New York, New York 10022 (\$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Air Structures, Athletic Fields, Building Conversion, *Building Innovation, Cooperative Planning, Cost Effectiveness, Extramural Athletic Programs, Facility Improvement, Field Houses, Flexible Facilities, Intramural Athletic Programs, *Physical Education Facilities, *Recreational Facilities, Roofing, *Swimming Pools

Identifiers—*Artificial Turf, Shared Facilities

New goals in physical education are leading instructors to seek new kinds of athletic facilities. School administrators are in the process of rethinking the classical facilities, i.e., the box-shaped gymnasium -- facilities designed without sensitivity to the students' desire to participate in the games they can continue to play after graduation. This new thinking also includes the design of facilities oriented to the female need to have a place for body exercise. This report seeks to display the various current forms and shapes of facilities designed for physical education, interscholastic and intercollegiate sports, and recreation. Although it does not advocate any general solution for everyone, the report displays the more imaginative and economically prudent solutions that have been built or proposed for specific settings. (Photographs may reproduce poorly.) (Author/MLF)

ED 079 820 EA 005 184

School Building Design Asia.

Asian Regional Inst. for School Building Research, Colombo (Sri Lanka).

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date 72

Note—307p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Architectural Research, Classroom Design, Classroom Furniture, Cost Effectiveness, *Developing Nations, Guides, Home Economics, *Human Engineering, Industrial Arts, Management, Public Schools, *School Buildings, *School Design, School Libraries, Science Facilities, Site Selection, Toilet Facilities

Identifiers—*Asia

Guidelines are presented for the design, costs, and use of primary and secondary general schools in the 18 countries comprising the Asian region served by UNESCO. Because of the great diversity in climate, building design and construction skills, and resources in these countries, the generalizations about school building design and furniture should be evaluated individually by each country. The materials included are intended to be of use to planners, architects, school building designers, principals, and teachers. Those chapters dealing with the size of the school and ways of scheduling towards maximum utilization of teaching spaces will be of interest to administrators. On the other hand, those chapters devoted to the design of individual spaces will have more appeal for teachers. The book reports in great part on those developments already undertaken, with costs and evaluation included. (Photographs and the illumination grids in back cover pocket may reproduce poorly.) (Author/MLF)

ED 079 821 80 EA 005 185

Fitzgibbon, J. Gerald

The Model Cities Project of the Department of Education in New Jersey. Report of a Study.

Improving State Leadership in Education, Denver, Colo.; New Jersey State Dept. of Education, Trenton.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 71

Note—31p.

Available from—Improving State Leadership in Education, 1362 Lincoln Street, Denver, Colorado 80203; or New Jersey State Department of Education, Trenton, New Jersey 08625 (Single copies free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Action, Demonstration Programs, *Federal Aid, *Federal Programs, Grants, *Interagency Cooperation, Interagency Coordination, *State Departments of Education, *Statewide Planning

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, *Model Cities, New Jersey

This report provides a case study of cooperation between the New Jersey Department of Education and the Model Cities Program to improve State education planning and to restructure grant administration machinery. To assist the project, the Department provided onsite technical assistance to the model cities. According to the report, the Department fulfilled its technical assistance mission by assigning its personnel full time to local communities. Concurrent with its field activities, the Model Cities Project provided back-up support to the Department and engaged in planning to secure additional resources for Model Cities. The project also assisted the Department in planning for the administration of federal funds. (JF)

ED 079 822 80 EA 005 186

Howard, Edward H. Ogg, Thomas E.

Nevada Master Plan: Providing for Improved Educational Opportunities. Report of a Study.

Improving State Leadership in Education, Denver, Colo.; Nevada State Dept. of Education, Carson City.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jan 71

Note—26p.

Available from—Improving State Leadership in Education, 1362 Lincoln Street, Denver, Colorado 80203; or Nevada State Department of Education, Carson City, Nevada 89701 (Single copies free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Organization, *Curriculum Design, *Master Plans, *Organizational Change, Research, *State Curriculum Guides, *State Departments of Education, State Programs

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, Nevada

This report discusses significant recent developments in the Nevada State Department of Education, describes a Department reorganization study, and discusses the development and implementation of a State master plan for education. According to the report, Nevada's master plan contains sections on (1) the organization and administration of the Department of Education and of Nevada's school districts, (2) curricular patterns, (3) standards for educational facilities, (4)

school finance, and (5) school services. This report devotes a major portion of its discussion to curricular patterns at six different levels from pre-school education to adult general education. (JF)

ED 079 823 EA 005 187

Technical Handbook for Facilities Engineering and Construction Manual, Part 2: Federally Assisted Activities. Guide for Project Applicants-Construction Management Services. Department Technical Handbook Series.

Department of Health, Education, and Welfare, Washington, D.C. Office of the Secretary.

Pub Date 1 Jul 72

Note—106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Bids, Construction Costs, *Construction Management, *Contracts, *Federal Aid, Government Publications, Guides, *Manuals, Occupational Information, Planning (Facilities), *Project Applications

This handbook provides a basis for consideration of acceptable approaches which are available and may be used to initiate the use of construction management services in the planning, design, and construction of federally assisted construction projects. It includes the mandatory federal requirements as well as acceptable procedures for selecting and awarding contracts to construction managers. In addition, it enumerates some of those items which should be included in a contract for construction management services. The procedures set forth are allowable within the limitations of existing federal statutes applicable to federally assisted construction projects. Particular attention has been given to satisfying the requirements of competitive bidding, as they apply to such projects. (Author)

ED 079 824 80 EA 005 188

Negatani, Stafford T.

State Support and Operation of Public Schools in Hawaii. Report of a Study.

Hawaii State Dept. of Education, Honolulu; Improving State Leadership in Education, Denver, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 71

Note—34p.

Available from—Improving State Leadership in Education, 1362 Lincoln Street, Denver, Colorado 80203; or State of Hawaii Department of Education, Honolulu, Hawaii 96804 (Single copies free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Organization, *Educational Finance, *Full State Funding, Public Schools, School Funds, State Aid, *State Departments of Education, State Legislation, *State School District Relationship

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, *Hawaii

This report describes the historical development of Hawaii's Public Education System with emphasis on State funding. The report discusses (1) the development of a unified Statewide school system; (2) some problems, difficulties, and successes in providing State support and operation of all schools; (3) the plan for allocation of funds to the schools; and (4) adjustments or modifications that appear to be needed for the future. (JF)

ED 079 825 80 EA 005 189

Campbell, Jay J. Forsgren, Afion

The Impact of the Designing Education for the Future Project in Utah. Report of a Study.

Improving State Leadership in Education, Denver, Colo.; Utah State Board of Education, Salt Lake City.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Nov 70

Note—29p.

Available from—Improving State Leadership in Education, 1362 Lincoln Street, Denver, Colorado 80203. (Single copies free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Change, *Educational Improvement, *Federal Programs, *Program Evaluation, State Boards of Education, *State Departments of Education

Identifiers—*Elementary Secondary Education Act Title V, ESEA Title V, Utah

This report provides an assessment of the Utah State Board of Education's participation in an 8-State project to improve education. The report offers an evaluation of the status of education in Utah and recommends a practical blueprint for enabling the State to attain national leadership in educational achievement. The project was concerned primarily with the emerging roles, responsibilities, functions, and relations of State education agencies in improving education. Its purpose was to assist States anticipate the changes likely to take place within the next 10 to 15 years and plan and implement changes and improvements that should be made during that period. The report describes the impact of the project on the education agency, the school districts, the community and the State, and within the teacher training institutions. (JF)

ED 079 826 80 EA 005 190

Nix, Charles M.

Internal Planmaking in State Education Agencies.

Report of a Special Study.

Improving State Leadership in Education, Denver, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 72

Note—27p.

Available from—Improving State Leadership in Education, 1362 Lincoln Street, Denver, Colorado 80203 (Single copies free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Objectives, *Educational Planning, *National Surveys, *Policy Formation, Research, *State Departments of Education

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, *Internal Planning

This report describes a study that focused on discovering the experiences of State departments of education in the making of plans (especially longrange plans) for their institutional development. The data was collected during 1970-71 from questionnaires completed by personnel from 25 State departments and from interviews conducted in onsite visits to six State departments of education—Colorado, Georgia, Nevada, New Jersey, Oregon, and West Virginia. Study findings are organized under (1) perceptions of the need for internal planmaking, (2) status of actual internal planmaking in State departments, (3) technological sophistication of internal planmaking, and (4) organizational structures in State departments to support internal planmaking. (JF)

ED 079 827 80 EA 005 191

Morgan, J. B. And Others

Improving Cooperation Between State Education Agencies and Urban School Systems. Report of a Special Study.

Improving State Leadership in Education, Denver, Colo.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Dec 72

Note—16p.

Available from—Improving State Leadership in Education, 1362 Lincoln Street, Denver, Colorado 80203 (Single copies free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—City Problems, *Interagency Cooperation, State Boards of Education, *State Departments of Education, *State School District Relationship, *Urban Education, *Urban Schools

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V

This monograph is intended for use by State education agencies (SEA's) and urban school systems as a guide to facilitate SEA/Urban school system efforts to identify urban school system needs; and to develop and to describe the roles of the SEA in assisting these systems to plan and effect improvements in education. The report also develops an operational plan, which includes a description of specific organizational structuring; and new or improved SEA/Urban school system relationships, strategies, processes, and procedures needed for implementing and carrying out the roles and actions required by both the State education agency and the urban school systems in resolving the major concerns and problems identified. (Author)

ED 079 828

Mitchell, William J., Ed.

Environmental Design: Research and Practice, Volumes One and Two.

American Inst. of Architects, Washington, D.C.; California Univ., Berkeley. Board of Regents.; Environmental Design Research Association.

Pub Date Jan 72

Note—1297p.; Papers presented at Joint Proceedings of Environmental Design Research Association and AIA-Architect-Researchers' Annual Conference (Los Angeles, California, January 24-27, 1972)

Available from—American Institute of Architects, 1735 New York Avenue, N. W., Washington, D. C. 20036 (\$27.50)

EDRS Price MF-\$0.65 HC-\$42.77

Descriptors—Architectural Programming, *Architectural Research, Behavioral Science Research, Building Plans, Computer Science, *Design, *Environment, Environmental Criteria, *Environmental Influences, *Environmental Research, Interdisciplinary Approach, Man Machine Systems, Models, Planning (Facilities), Simulation, Speeches

One hundred and fifty papers deal with the current range of concerns in the emergent field of environmental design research and emphasize the relating of research to practice. The papers focus on (1) original research in the social and behavioral sciences with direct relevance to environmental design, planning, and management; and (2) new methods and approaches (including computer-based techniques) for dealing with complex environmental problems. The papers are grouped under (1) man-environment relations, (2) environmental quality -- specification and evaluation, (3) design -- the generation and exploration of solutions, (4) design communications -- methods and media, and (5) design research and education. (Author/MLF)

ED 079 829

EA 005 209

Project 1982: Instruction, Administration, Business, Special Services.

Fort Worth Public Schools, Tex.

Pub Date 71

Note—104p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrative Personnel, *Administrative Policy, Assistant Superintendent Role, Behavioral Objectives, *Boards of Education, *Cognitive Objectives, *Educational Objectives, Instructional Staff, Program Descriptions, *Program Evaluation, Special Services, Superintendents

Identifiers—Fort Worth

This booklet contains a graphic presentation of the goals, plans, and accomplishments of the personnel of the Fort Worth public schools as of 1970. It is an evaluation and an inventory of the efforts of the personnel in all divisions and at all levels of responsibility. The report describes the accomplishments of project 1981 objectives and sets forth in separate chapters the goals and objectives of the board of education, the office of the superintendent, and the divisions of instruction, administration, special services and business. (Photographs may reproduce poorly.) (Author/JF)

ED 079 830

EA 005 210

Lagana, Joseph F.

Gemini 220: An Extended School Day and School Calendar as an Alternative to New Construction. A Feasibility Study.

North Allegheny School District, Pittsburgh, Pa.

Pub Date Nov 69

Note—71p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cost Effectiveness, *Costs, Double Sessions, Educational Research, *Extended School Day, *Extended School Year, Facility Utilization Research, *Feasibility Studies, Quarter System, Scheduling, *School Calendars, School Organization, Student Enrollment, Trimester Schedules

Identifiers—Gemini 220

The purpose of this research investigations was to determine whether a student daily schedule and school calendar could be designed to maximize the future utilization of existing facilities in the North Allegheny School District and to determine if the implementation of such designs would be financially feasible as an alternative to new construction. The report provides assumptions

underlying the research, describes alternative extended school year plans considered by the district -- a quarter plan, a trimester plan, and the Act 80-Gemini 220 plan. The Gemini plan, which was chosen by the researchers as superior to the other alternatives, employs a twin daily student schedule for two separate groups of students within the framework of a 220-day school calendar. The research findings reveal in part that some extended school designs (schedules and calendars) have the potential of maximizing the use of existing educational facilities, the only feasible year-round school plans yet developed involve all pupils attending school for an extended school year and the acceleration of pupils to reduce enrollment, and the extended school year concept will not solve a district's building problems unless the district is static or growing slowly enough to constitute no problem. (Author/JF)

ED 079 831 95 EA 005 233

Browder, Lesley

An Administrator's Handbook on Educational Accountability.

American Association of School Administrators, Washington, D.C.

Spons Agency—American Association of School Administrators, Washington, D.C. National Academy for School Executives; Office of Education (DHEW), Washington, D.C.

Report No.—AASA-021-00382

Pub Date 73

Grant—OEG-0-71-3135

Note—78p.

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (Stock Number 021-00382, \$4.00, Quantity Discounts)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Guides, Administrator Role, Definitions, *Educational Accountability, *Educational Change, Educational Development, Educational Improvement, *Educational Programs, Evaluation Criteria, Models, Performance Contracts, *Program Design, Program Proposals, Relevance (Education), School Responsibility

This text is one of a series of three handbooks, each intended to provide busy educational executives with a brief, practical overview of one major issue or movement. This book aims at helping administrators become acquainted with the broad dimensions of the accountability problem, showing them some of the ongoing alternatives as well as those being developed, and pointing out the pitfalls to be avoided and the guidelines to be observed in striving for greater accountability. The author first discusses educational change and the role of the educational administrator in the change process. He considers the concept of accountability, the transitions taking place in its meaning, and the development of accountability in education. In an effort to assist administrators in developing an educationally accountable program for their schools, the author then provides a model which offers many options in the type of accountability program that can be selected. He concludes with some advice on how to publicly present educationally accountable programs. The handbook also contains a list of the names and addresses of persons and/or districts involved in educational accountability and detailed footnotes. Related documents are EA 005 281 and EA 005 282. (Author/DN)

ED 079 832 EA 005 234

Cusick, Philip A.

Inside High School: The Student's World.

Pub Date 73

Note—245p.

Available from—Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017 (\$3.95)

Document Not Available from EDRS.

Descriptors—Case Studies (Education), Curricular Activities, *Group Dynamics, *High School Organization, High Schools, *High School Students, Methodology, Relevance (Education), School Environment, School Organization, *Sociocultural Patterns, Socioeconomic Influences, Student Alienation, Student Attitudes, *Student Behavior, Student School Relationship

Identifiers—*Sociocultural Influences

This book attempts to describe the way a number of students behave in high school; and to

explain the way their behavior affects themselves, the teachers, administrators, and the entire school organization. The study was undertaken with the hope of developing a clearer understanding of the way these students see and act in high school, and to develop a better understanding of why they do what they do. The descriptions presented in the book were gathered during a 6-month period during which the author daily attended a moderately large high school, associated with some students, went to classes, ate in the cafeteria, and took part in the informal classroom and corridor life. Different chapters discuss the methodology of the study, the school environment, the students, the athletic group, other student groups, and the integration of the student groups with the school organization. In each chapter, the author first presents an objective description of what he saw and then concludes with his own personal comments. The final chapter examines the sociocultural characteristics of the school's organization and some of its intended and unintended effects. (Author/DN)

ED 079 833 EA 005 237

Lahaderne, Henriette M.

Year-Round Schools: An Assessment of the Program's Initial Year in Four Chula Vista Elementary Schools.

Chula Vista City School District, Calif.

Spons Agency—Rosenberg Foundation, San Francisco, Calif.

Pub Date 27 Nov 72

Note—118p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Academic Achievement, Administrator Attitudes, *Attitudes, Comparative Analysis, *Elementary Schools, Evaluation, *Evaluation Methods, Interviews, Parent Attitudes, Program Costs, *Program Evaluation, Public Education, Student Attitudes, Student Enrollment, Surveys, Tables (Data), Teacher Attitudes, *Year Round Schools

Identifiers—445-15 Plan, California, Staff Attitudes

This document reports the results of an evaluation of the initial year of the modified 45-15 year-round program. The assessment attempted to estimate the acceptance of the plan by parents, pupils, and school staffs; describe the adjustments necessitated by the new school calendar; compare the programs of the year-round schools with those of schools operating on traditional calendars; and generate questions for future study, or identify issues that could influence the success of the year-round plan and the educational program. The presentation begins with the major findings regarding the adjustments to and the acceptance of year-round schools, as well as a comparison of year-round schools with those on traditional calendars. The major portion of the document deals with the procedures and findings of the evaluation. One subsection each focuses on a particular group of participants such as those of parents, pupils, and school staffs. The document concludes with a discussion of the issues raised by the findings. Six appendixes contain summary data and samples of the forms and memos used in the evaluation procedures. (Page 66 may reproduce poorly.) (Author/DN)

ED 079 834 EA 005 271

American Youth in the Mid-Seventies.

National Association of Secondary School Principals, Washington, D.C.

Pub Date Nov 72

Note—109p.; Speeches given before National Association of Secondary School Principals Committee at the Secondary Education Invitational Conference (Washington, D.C., November 30-December 1, 1972)

Available from—National Association of Secondary School Principals, Dulles International Airport, P.O. Box 17430, Washington, D.C. 22091 (\$3.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Career Education, Case Studies (Education), Conference Reports, Educational Change, Educational Innovation, Educational Planning, *High School Students, Learning, *Relevance (Education), School Industry Relationship, Secondary Schools, Statistical Data, *Student Centered Curriculum, Teenagers, *Work Experience Programs

Identifiers—Action Learning, *Experiential Learning

This report attempts to present a state-of-the-art report on action-learning (experiential learning), share ideas and information about what is going on in the field, and promote the wider adoption of action-learning. First, the need for action-learning programs is explored. Included are discussions of one position of the Federal Government on action-learning and career education, some Congressional concerns on action-learning, and the needs and uses of action-learning programs. Following these discussions, the institutional views of action-learning are explored. Discussions in this section center on action-learning as it relates to unions, State education agencies, secondary school accreditation, college entrance examination boards, and public agencies. Next, the document examines problems in the research and evaluation of action-learning programs, and four action-learning project examples are provided. The presentation concludes with a set of findings and recommendations on action-learning and a list of the conference participants. (Author/DN)

ED 079 835 EA 005 275

Caldwell, William E. Spaulding, H. Dale

The Effect of the Senior High School Principal's Rule Administration Behavior on Staff Militancy and Leadership Perception.

Pub Date Mar 73

Note—12p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Characteristics, Administrator Evaluation, *Administrator Role, *High Schools, Leadership, Leadership Qualities, *Principals, School Administration, Speeches, *Teacher Administrator Relationship, Teacher Attitudes, *Teacher Militancy

Identifiers—Administrator Behavior

The central concern of the research reported in this speech was to investigate the relationships between the manner in which a senior high school principal administers rules and the teachers' perceptions of the principal's leadership, and staff militancy. The authors first discuss the conceptual framework for the study and then present the four hypotheses which were developed and tested: that principals with high representative rule administration behavior will have a staff with low militancy and will be perceived as having high leadership, and that principals with high punishment-centered rule administration behavior will have a staff with high militancy and will be perceived as having low leadership. The sample consisted of 15 senior high school teachers from each of 24 high schools. The presentation includes descriptions of the instruments used to measure militancy, leadership, and rule administration; the design of the hypotheses tested; and the test results. The document concludes with a discussion of the results and their implications, and makes recommendations to high school principals for rule administration. (Author/DN)

ED 079 836 EA 005 280

Musella, Donald F. Joyce, H. Donald

The Secondary School Principal. An In-Basket Simulation Exercise.

Ontario Inst. for Studies in Education, Toronto.

Pub Date 73

Note—23p.

Available from—Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada (\$2.00)

Document Not Available from EDRS.

Descriptors—Administrator Education, Administrator Role, Decision Making, Educational Administration, Educational Planning, Educational Policy, Inservice Education, *Leadership Training, Management Development, *Management Games, *Principals, Problem Solving, *Secondary Schools, *Simulation, Training Techniques

Identifiers—In Basket Simulation

The simulation materials in this booklet are presented in the form of "in" basket items that represent some problems encountered by secondary school principals in actual situations. These exercises are directed toward improving those skills related to the administrative processes of decisionmaking, supervision, planning, and problem solving. They aim at providing greater understanding of (1) the organizational and social setting in which the administrative and policy

development processes operate; (2) role theory and relationships, as well as interpersonal perception and cognition; (3) the administrative and leadership roles as part of the greater organization and system; and (4) self and others as part of interpersonal relationships within a group setting, improved skills in interpersonal behavior, and in fulfilling the leadership role with respect to working with others through various models of operation. Through the use of the various models of problem solving offered, the participants should be able to demonstrate improved skills in this area. The in-basket items follow a description of the hypothetical setting in which the person performing the simulation is supposed to work. Related documents are EA 005 136 and EA 005 100. (Author/DN)

ED 079 837 95 EA 005 281

Knezevich, Steve

Management by Objectives and Results -- a Guidebook for Today's School Executive.

American Association of School Administrators, Washington, D.C.

Spons Agency—American Association of School Administrators, Washington, D.C. National Academy for School Executives; Office of Education (DHEW), Washington, D.C.

Report No.—AASA-021-00396

Pub Date [73]

Grant—OEG-0-71-3135

Note—80p.

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (Stock Number 021-00396, \$4.00, Quantity Discounts)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Guides, Administrator Responsibility, Cooperative Planning, Decision Making, *Educational Accountability, *Educational Administration, *Educational Objectives, Educational Planning, Leadership, Management, *Management Systems, Models, Organizational Change, Organizational Climate, Problem Solving, Systems Approach

Identifiers—*Management by Objectives

This text is of a series of three handbooks, each intended to provide busy educational executives with a brief, practical overview of one major issue or movement. This book aims at providing both the theoretical base of the management by objectives and results (MBO/R) system of management and suggestions for its practical application. The author first discusses the relation of MBO/R to the field of education, the MBO/R system as a personnel management system, and MBO/R as a comprehensive management system. He then explains how to generate and work with educational objectives. In an effort to assist administrators in managing for results and operations in the MBO/R mode, the author next considers programing to produce a work plan, allocating resources, monitoring to determine progress, and controlling to keep the organization on target; and sets out some strategies to implement an MBO/R system. A general change model is included, and the phases readiness, pilot testing, innovation management, followup, and institutionalization are discussed. Related documents are EA 005 233 and EA 005 282. (Author/DN)

ED 079 838 95 EA 005 282

McCluskey, Gordon

Year-Round Community Schools: A Framework for Administrative Leadership.

American Association of School Administrators, Washington, D.C.

Spons Agency—American Association of School Administrators, Washington, D.C. National Academy for School Executives; Office of Education (DHEW), Washington, D.C.

Report No.—AASA-021-00392

Pub Date [73]

Grant—OEG-0-71-3135

Note—63p.

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (Stock Number 021-00392, \$4.00, Quantity Discounts)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Guides, *Community Schools, Continuous Progress Plan, Cost Effectiveness, Educational Facilities, *Educational Planning, Extended School Year, Leadership, Organization, Program Guides, Program Proposals, Quarter System, School

Calendars, *School Schedules, Space Utilization, Trimester Schedules, *Year Round Schools

Identifiers—*Educational Efficiency

This text is one of a series of three handbooks, each intended to provide busy educational executives with a brief, practical overview of one major issue or movement. The book describes some of the current circumstances that are giving rise to interest in year-round community school programs, differentiates between plans that incorporate year-round use of facilities and those that provide year-round opportunities for pupils to attend school, and summarizes educational principles supporting the logic of year-round community school concepts. The document also presents a capsule summary of some of the major patterns presently being used for year-round school organization. Some of the plans discussed include the consecutive quarter, multiple trails, trimester, staggered quarter, 45-15, 8/9-2, quinmester, and the modified summer school plan. The booklet concludes by examining some of the major obstacles to be overcome in implementing a year-round school program and by defining and analyzing some major administrative tasks involved in year-round community school program planning and organization. Related documents are EA 005 233 and EA 005 281. (Author/DN)

ED 079 839 EA 005 283

The Preparation and Certification of Educational Administrators: A UCEA Commission Report and Summary.

University Council for Educational Administration, Columbus, Ohio.

Pub Date Jan 73

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Characteristics, *Administrator Education, Administrator Qualifications, *Administrator Selection, *Certification, *Educational Administration, Educational Change, Educational Improvement, Educational Needs, Leadership, *Management Development, Management Education, Manpower Development, Manpower Needs, Research, Surveys

This document reports the results of a study conducted to (1) study the impact of certification on talent flow into administration and leadership development of educational administrators; (2) assess the degree to which there are negative consequences or inadequate uses of certification requirements and processes; (3) identify, reassess and/or reformulate the purposes that certification should serve; (4) develop recommendations for improving certification requirements, for making their administration more effective, and for helping ensure optimal use of them; and (5) develop guidelines for encouraging effective use of the study findings. Certification was assessed from the dual perspectives of content and process. The study emphasized talent flow from the point of recruitment and selection of candidates for preparation to the point of initial entry into educational administration positions. Presentations of the study procedures, findings, conclusions, and recommendations are included. (Author/DN)

ED 079 840 EA 005 284

Oversight Hearing on National Institute of Education Before the Select Subcommittee on Education of the Committee on Education and Labor, House of Representatives, Ninety-Third Congress, First Session on Oversight into the Administration of the National Institute of Education.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 73

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Administration, Educational Finance, *Educational Planning, *Educational Policy, Educational Programs, *Educational Research, Federal Legislation, Federal Programs, *Government Role, Organization, Personnel Selection, Tables (Data)

Identifiers—Legislative Hearings, National Council on Educational Research, *National Institute of Education, NCER, NIE

One of the purposes of this hearing was to review the work undertaken by the National Institute of Education (NIE) during the 92nd Congressional period. The document records the concern of the Select Subcommittee on Education

that NIE had not yet established the National Council on Educational Research provided for in the legislation. A review is presented of NIE policy on educational labs and centers, on programs inherited from the Office of Education, on research grants, administrative and management activities, and on the planning process for new initiatives. The document also reports progress made to date on the office of the Assistant Secretary for Education (Department of Health, Education, and Welfare), and gives an overview of the functions of the National Committee for Educational Change. Appended materials include tables on the financial outlay of the Assistant Secretary's Office for salaries and expenses, and an organizational chart of that Office. (WM)

ED 079 841 80 EA 005 285

Administering a School Volunteer Program. An Individualized Volunteer Education Module.

Dade County Public Schools, Miami, Fla. Dept. of Staff Development.; Florida State Dept. of Education, Tallahassee.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 71

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Education, Administrator Guides, Community Programs, *Educational Planning, Management Development, Paraprofessional School Personnel, Personnel Management, *Program Administration, *Program Coordination, Role Playing, Simulation, *Volunteers

Identifiers—Elementary Secondary Education Act Title V, ESEA Title V, *Volunteer Education

The module presented here is a performance-based, individualized, programed learning activity. As he proceeds through the document, the administrator-participant can develop and practice specific activities in a simulated setting with colleagues until mastery of a design for using the program in his particular school can be demonstrated. The concept inherent to the module is cyclical -- with an interplay of knowing and doing providing for instructional input, which is succeeded by application and practice experiences. At each stage of development, the user can check his progress by means of a feedback process. The module is organized to assist the administrator in designing and reacting simultaneously to the designs of others. The longrange or terminal module objective calls for a program that results in 50 percent of an administrator's teachers demonstrating a positive attitude toward the use of volunteers by voluntarily requesting, planning for, and supervising a school volunteer. Successful participation in the module activities should produce administrative competencies in identifying the need and designing the specifications for a school volunteer program, developing a strategy for utilizing volunteer services, and assessing the effectiveness of the strategy employed according to minimum specified criteria. (Author/DN)

ED 079 842 EA 005 286

McKay, A. Bruce

Principals, Teachers, and Elementary Youth: A Study of the Relationships Between Selected Variables of Teacher-Principal Social Interaction and Six Features of the Educational Environment.

Pub Date 73

Note—56p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Role, Educational Change, *Educational Environment, Educational Research, *Elementary Schools, Organizational Climate, *Principals, *Social Relations, Statistical Analysis, Statistical Studies, Teacher Administrator Relationship, Teacher Attitudes, Teacher Behavior, *Teachers

Identifiers—Administrator Behavior, Canonical Correlation, Pearson Product Moment Correlation

This study attempted to examine selected features of principal-teacher behavior in relation to the educational environment of elementary schools. Subtests of Halpin's Organizational Climate Description Questionnaire were used to obtain teacher perceptions of the principal variables of Aloofness, Production, Emphasis, Thrust, and Consideration; and the teacher variables of Dis-

engagement, Hindrance, Esprit, and Intimacy. Collective perceptions of 5th and 6th grade students were obtained on Sinclair and Sadker's Elementary School Environment Survey for educational environment variables of Alienation, Humanism, Autonomy, Morale, Opportunism, and Resources. Usable responses were obtained from 4,105 students and 627 teachers in 36 Massachusetts and Pennsylvania elementary schools. The overall relationship between the behaviors of the school principal and his teachers and the educational environment of sampled schools was tested by means of canonical correlation. Bivariate relationships between teacher-principal variables, educational environment variables, and demographic data variables were tested by the computation of Pearson product-moment correlations. The results of the study support the contention that the behavior of teachers and principals is significantly related to selected components of the educational environment. (Author/DN)

ED 079 843 EA 005 294

Marchak, Nick

Dissensus in Expectations for the Role of the Supervisor of Instruction as Perceived by Supervisors, Principals, and Teachers. Oregon School Study Council Bulletin, Volume 13, Number 10.

Oregon School Study Council, Eugene.

Report No—OSSC-Bull-Vol-13-No-10

Pub Date Jun 70

Note—45p.

Available from—Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97403 (\$2.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, *Administrator Role, Bibliographies, *Educational Research, Instructional Improvement, Public School Systems, Questionnaires, *Role Perception, Statistical Studies, Supervision, *Supervisors, *Supervisory Activities, Tables (Data), Teacher Administrator Relationship

Identifiers—Supervisor of Instruction

Supervision and improvement of instruction are central concerns for educators, causing school districts to expand and specialize their supervisory services. This document addresses the responsibility and vulnerability of the supervisory position. It points up the confusion surrounding the supervisor of instruction role as perceived by professional personnel within a system, which perception could be critical for the operation of that system. The author reports on a study made to determine the divergence and congruence of role expectations held for the supervisor of instruction position by supervisors (of instruction), principals, and teachers. The study also sought to determine the divergence and congruence in supervisor role expectations through the application of the teacher variables of the size of the school in which the teachers function, the amount of teacher training, the sex of teachers, the teaching level, teacher age, and years of teaching experience. Major findings, conclusions, and recommendations are presented in detail. A copy of the survey instrument and a bibliography are appended. (Author/WM)

ED 079 844 EA 005 295

Paus, Greg S.

The Assistant Principal. Oregon School Study Council Bulletin, Volume 13, Number 6.

Oregon School Study Council, Eugene.

Report No—OSSC-Bull-Vol-13-No-6

Pub Date Feb 70

Note—29p.

Available from—Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97403 (\$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Attitudes, Administrator Characteristics, Administrator Qualifications, *Administrator Responsibility, *Administrator Role, Principals, Public Schools, Questionnaires, School Administration, Statistical Studies, Surveys, Tables (Data), *Task Analysis, Team Administration

Identifiers—*Assistant Principals, Oregon

Little has been done to clarify the role responsibilities of the assistant principal; his position is generally looked upon as an internship program leading to the principalship. A survey was undertaken of assistant principals in selected junior and senior high schools in Oregon to determine the administrative responsibilities of assistant principals in Oregon, those responsibilities con-

sidered to be primary responsibilities and those that are shared with the principal, and the extent of similarity among the tasks assigned to different assistant principals. Results indicate that assistant principals are delegated a wide range of primary responsibilities, but that there is little consistency in the tasks assigned. Only supervision of the school in the absence of the principal was indicated as a primary responsibility by over 50 percent of the respondents. (Author/WM)

ED 079 845 EA 005 296

Benson, George L.

The School Principal and Negotiations: A Middle Management Dilemma. Oregon School Study Council Bulletin, Volume 13, Number 5.

Oregon School Study Council, Eugene.

Report No.—OSSC-Bull-Vol-13-No-5

Pub Date Jan 70

Note—23p.

Available from—Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97403 (\$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Principles, Administrator Role, Case Studies, *Collective Negotiation, *Educational Change, Grievance Procedures, Literature Reviews, Management, Organization, *Principals, Public School Systems, *Teacher Administrator Relationship, Teacher Militancy

Identifiers—*New York City

The author asserts that school principals are increasingly becoming targets for a number of pressure groups advocating change in the school system, and that foremost among these groups are the faculties which the principals have striven to lead. Teacher militants are challenging administrative procedures and policies, demanding a right to be involved in policy formulation and implementation and developing strategies for collective negotiations. With a case study demonstrating the implications of the negotiation process for the role of the school principal, the author examines the experiences of principals in New York City where one recently stated goal of the AFT is that of the elimination of the school principalship and all supervisory positions. The author contends that the inference to be drawn in this case is that principals need to develop a strategy for utilizing the negotiation process advantageously for the sake of their very survival. The author feels that to succeed in educational management in coming years, principals must adopt a creative approach and a new awareness of and skills in human relations. (Author/WM)

ED 079 846 EA 005 297

Robinson, John W.

The Principal as Decision-Maker: Can Anyone Agree? Oregon School Study Council Bulletin, Volume 14, Number 7.

Oregon School Study Council, Eugene.

Report No.—OSSC-Bull-Vol-14-No-7

Pub Date Mar 71

Note—29p.

Available from—Oregon School Study Council, College of Education, University of Oregon, Eugene, Oregon 97403 (\$2.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Role, Bibliographies, Board of Education Policy, Collective Negotiation, *Decision Making, *Educational Research, Governance, *Principals, Public Schools, Role Perception, Statistical Analysis, Statistical Surveys, *Teacher Administrator Relationship, Teacher Militancy, Teacher Participation

Identifiers—Oregon

This study is concerned with an analysis of similarities and differences in role expectations among the populations of principals, teachers, superintendents, and board members in two suburban school districts in Oregon. It attempts to identify the levels of agreement within each of these populations regarding the principal's role in decisionmaking, ascertain the extent to which principals are accurate in their perceptions of the views of others, determine the extent of accuracy of the perceptions of others for the views of principals, and summarize the role of the school principal in decisionmaking according to consensus regarding specific behaviors presented in a role norm inventory. The author concludes that principals, superintendents, and board members are not yet willing to involve teachers in the decision-making role of the principal, even though teachers may want to be involved. (Author)

ED 079 847

Rose, Clare And Others

An Analytical Review of Longitudinal and Related Studies as They Apply to the Educational Process. Towards Synthesis, Volume II.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date Jun 72

Note—420p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Abstracts, Child Development, Curriculum Evaluation, Educational Planning, Educational Policy, *Educational Research, *Evaluation Methods, Followup Studies, Higher Education, *Longitudinal Studies, Program Evaluation, Public Education, Research Methodology, Research Reviews (Publications), Sampling, School Environment, Student College Relationship, *Student Development

This document is the second volume in a 5-part series that reports the results of a project undertaken to critically review and analyze major longitudinal studies of child and student development. These studies were conducted to discover the variables, techniques, methodologies, and problems pertinent to evaluate studies of the effects of schools and colleges on the growth and development of children and young adults. It was anticipated that study results would provide guidelines for the future research needed to enhance educational program planning, implementation, and evaluation. This volume contains the dynamics of the development of the abstracting process underlying the study, the elements of the process, the typology of the variables included in the research, an overview of major issues suggested by the research reviewed as well as by the review process, and the abstracts themselves. The document also provides a critical appraisal of each study's major issues and objectives and assesses their relevance to educational research. Related documents are EA 005 321 and EA 005 323-325. (Author/DN)

ED 079 848

Marcus, Alfred C. And Others

An Analytical Review of Longitudinal and Related Studies as They Apply to the Educational Process. Methodological Foundations for the Study of School Effects, Volume III.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date 72

Note—291p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Child Development, Data Collection, Educational Planning, Educational Policy, *Educational Research, *Evaluation Methods, Followup Studies, Higher Education, *Longitudinal Studies, Measurement Techniques, Program Evaluation, Research Design, *Research Methodology, Research Reviews (Publications), School Environment, Student College Relationship, *Student Development, Surveys

This document is the third volume in a 5-part series that reports the results of a project undertaken to critically review and analyze major longitudinal studies of child and student development. These studies were conducted to discover the variables, techniques, methodologies, and problems pertinent to evaluative studies of the effects of schools and colleges on the growth and development of children and young adults. It was anticipated that study results would provide guidelines for the future research needed to enhance educational program planning, implementation, and evaluation. This volume is primarily devoted to assessing the application of survey methodology to educational research and to the studies reviewed in the project. The authors first discuss the purpose or orientation of the study and the validity of the inferences drawn from the data, and they describe the logic of the survey research and the major data collection technique used in the studies. The success with which the researcher was able to demonstrate or infer causal relationships and the degree to which the observed relationships were explicated are then assessed. The discussion moves on to treat of impact analyses, including the problem of measuring change and some of the problems common to survey research. Conclusions and recommendations for future research methodology conclude

EA 005 322

the presentation. Related documents are EA 005 321-322 and EA 005 324-325. (Author/DN)

ED 079 849

Rose, Clare Trent, James W.

An Analytical Review of Longitudinal and Related Studies as They Apply to the Educational Process. Research in Retrospect: Implications for the Future, Volume IV.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date Dec 72

Note—343p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Child Development, Curriculum Evaluation, Educational Planning, Educational Policy, *Educational Research, Evaluation Methods, Followup Studies, *Higher Education, Learning Processes, *Longitudinal Studies, Program Evaluation, *Relevance (Education), Research Reviews (Publications), School Environment, *Student Development, Synthesis

This document is the fourth volume in a 5-part series that reports the results of a project undertaken to critically review and analyze major longitudinal studies of child and student development. These studies were conducted to discover the variables, techniques, methodologies, and problems pertinent to evaluation studies of the effects of schools and colleges on the growth and development of children and young adults. It was anticipated that study results would provide guidelines for the future research needed to enhance educational program planning, implementation, and evaluation. This volume contains the matrixes of findings and variables, synthesis and analysis of the findings and variables particularly as they pertain to the impact of the educational process on students. The syntheses of these findings are discussed within the framework of student and family characteristics, school and community environments, academic aptitudes and abilities, persistence, vocational interests and experiences, personality traits and motivation, and growth and development during college. The document concludes by suggesting implications of the research findings and recommendations for future research and educational policy. Related documents are EA 005 321-323 and EA 005 325. (Author/DN)

ED 079 850

Trent, James W. Rose, Clare

An Analytical Review of Longitudinal and Related Studies as They Apply to the Educational Process. Supplement to the Analytical Review, Volume V.

California Univ., Los Angeles. Center for the Study of Evaluation.

Spons Agency—National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Pub Date 73

Note—128p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Child Development, Classification, Curriculum Evaluation, Educational Planning, *Educational Research, Evaluation Methods, Higher Education, *Longitudinal Studies, *Measurement Instruments, Program Evaluation, *Research Design, Research Reviews (Publications), School Environment, *Student Development

This document is the fifth volume in a 5-part series that reports the results of a project undertaken to critically review and analyze major longitudinal studies of child and student development. These studies were conducted to discover the variables, techniques, methodologies, and problems pertinent to evaluative studies of the effects of schools and colleges on the growth and development of children and young adults. It was anticipated that study results would provide guidelines for the future research needed to enhance educational program planning, implementation, and evaluation. This volume provides (1) a "users' guide" to the previous materials with focus on their relevance to the U. S. Office of Education's ongoing Longitudinal Study of Educational Effects and (2) an enumeration of the more practical technical details of the longitudinal studies examined, such as study design, response rates, cost, administration of the instrumentation (including the time sequence and setting), nonrespondent characteristics, obstacles encountered in carrying out the research, espe-

cially effective procedures followed, and availability of resultant data for future use by other researchers. The presentation concludes with an annotated classification of the instruments and measurements used in the studies. Related documents are EA 005 321-324. (Document may reproduce poorly.) (Author/DN)

ED 079 851 EA 005 335

Foster, Garrett R. Beard, Jacob G.

Implications of the Resource Analysis for Instructional Improvement (RAII) System for Educational Researchers, Developers, and Practitioners.

Pub Date Feb 73

Note—9p.; Paper presented at American Educational Research Association Annual Meeting, (58th, New Orleans, Louisiana, February 26-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cost Effectiveness, Educational Objectives, *Educational Planning, Educational Research, *Instructional Design, Instructional Improvement, Instructional Programs, Instructional Systems, *Models, *Program Design, *Resource Allocations, Speeches, Systems Approach

Identifiers—*Resource Allocation System

In this speech, the author discusses the implications of implementing a system for analyzing the utilization of instructional resources. The system translates established instructional theory into components and procedures of the instructional process, thus providing a vehicle for further development and testing of instructional theory. It also contributes to instructional improvements at the classroom level by providing teachers with detailed, concrete procedures for developing instructional strategies which are consistent with theory. The system can be used to generate alternative instructional strategies and provides the basic data for comparing the cost effectiveness of alternative strategies. (Author)

ED 079 852 EA 005 336

Cooke, Robert A. Coughlan, Robert J.

Survey Feedback and Problem Solving with Complementary Collective Decision Structures.

Pub Date Feb 73

Note—39p.; Paper presented at American Educational Research Association Annual Meeting, (58th, New Orleans, Louisiana, February 26-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conflict Resolution, *Decision Making, Educational Administration, Educational Change, Educational Research, *Feedback, Models, Organization, *Organizational Development, Problem Solving, Productive Thinking, Speeches, *Surveys, *Teacher Participation

Identifiers—Collective Decisionmaking

Survey feedback and problem solving processes can be applied to increase the effectiveness of task-oriented structural approaches to educational organization development. One such approach involves the superimposition of complementary collective decision structures over the existing authority decision framework of the school. Collective decision structures potentially increase organizational flexibility and adaptability by providing for problem identification, solution generation, and change initiation at the faculty level. Survey feedback acts to initiate collective decision processes by providing an objective base for problem and need identification. Task-oriented problem solving sessions provide for problem analysis and solution generation; the collective decision configuration facilitates innovation legitimation and implementation. This paper presents a theoretical model for survey feedback-problem solving-collective decision interventions on education systems. Factors hypothesized to account for the effectiveness of collective decision processes are noted and the proposed change-supporting structure is analyzed in terms of primary structural dimensions. A related document is EA 004 939. (Author)

ED 079 853 EA 005 337

Holdaway, E. A.

Comparative Analysis of Administrative Structures of Educational Systems in Australia and Canada.

Alberta Univ., Edmonton. Dept. of Educational Administration.

Spons Agency—Alberta Dept. of Education, Edmonton.; Canada Council, Ottawa (Ontario).

Pub Date Jun 73

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Organization, Centralization, *Comparative Analysis, Cost Effectiveness, Decentralization, *Educational Administration, Educational Practice, Educational Research, Educational Strategies, Full State Funding, Organization, Power Structure, *Public School Systems, School Districts, *Staff Utilization, Statistical Data, Tables (Data)

Identifiers—Australia, Canada

This document presents comparative data concerning staff utilization under educational systems operated by the State as opposed to those operated by school districts. The study reported here used as its samples the Canadian Provinces of Alberta and British Columbia and the Australian States of Queensland and Victoria. Specifically, the study was designed to compare the Canadian provinces with the Australian States as regards the percentages of numbers and salaries of staff employed in administrative and support functions; and to compare the organizational structures of Australian departments of education with those of large Canadian school districts. The study was guided by the hypothesis that the decentralized Canadian provincial systems of education would have higher percentages of both administrative and support staff at the out-of-school operational level. The results clearly show that the school district type of operation, as currently in vogue in Alberta and British Columbia, employs higher proportions of out-of-school administrative and support staff than does the centralized operation as typified by Queensland and Victoria. The document includes information on the research methodology employed; the numbers and salaries of staff in the sample; and the staffing and salary ratios for the administrative, support, noninstructional, and instructional school staffs. Numerous charts and tables are included throughout the document. (Author/DN)

ED 079 854 EA 005 344

Greer, John T. Mullen, David J.

A Status Survey of the Elementary School Assistant Principals in Georgia, 1971.

Georgia Association of Elementary School Principals, Athens.; Georgia Univ., Athens. Bureau of Educational Studies and Field Services.

Pub Date 72

Note—105p.

Available from—David J. Mullen, College of Education, University of Georgia, Athens, Georgia 30601. (\$1.00, make checks payable to Georgia Association of Elementary School Principals)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administrator Attitudes, Administrator Background, *Administrator Characteristics, Administrator Evaluation, Administrator Role, Educational Administration, *Elementary Schools, *Principals, *Statistical Data, Status, *Surveys

Identifiers—*Georgia, Principals (Assistant)

This document reports the results of a survey modeled after a national survey of assistant principals taken in 1970 by the National Association of Elementary School Principals. Results from the national survey are reproduced in the document for comparative purposes. In this study, the questionnaire tapped such areas as the characteristics of assistant principals -- title, age, sex, marital status, race, previous positions, and attitudes; experience and preparation -- years in school work, teaching, assistant principalship, education, certification, and membership in educational organizations; working conditions -- location, school description, grades, enrollment, number of teachers, district characteristics, human relations in the schools, annual term of employment, division of work week, and secretarial help; major functions -- success factors, job preference, responsibilities, decisionmaking, autonomy, innovation sources, and assistant principal role; and financial status -- salary level and salary bases. The document concludes by summarizing and discussing the implications of the survey results. The survey questionnaire and the correspondence sent to survey participants are reproduced in the appendix. (Author/DN)

ED 079 855 EA 005 353

Simon, Kenneth A. Frankel, Martin M.

Projections of Educational Statistics to 1981-82. 1972 Edition.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—DHEW-Pub-OE-73-11105

Pub Date 73

Note—183p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. (Stock Number 1780-01158, \$2.35 postpaid, or \$2.00 GPO Bookstore)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Degrees (Titles), *Educational Finance, Elementary Education, *Enrollment Projections, Graphs, Higher Education, High School Graduates, *School Statistics, Secondary Education, Statistical Data, Student Costs, *Tables (Data), *Teacher Supply and Demand, Tuition

This publication provides projections of statistics for elementary and secondary schools and institutions of higher education. Projections for the 10-year period from 1972-73 to 1981-82 are made for enrollments, graduates, teachers, and expenditures. Based mainly on 1961-62 to 1971-72 Office of Education data, the projections primarily assume that the past 11 years' trends in enrollment rates, retention rates, class sizes, and per pupil expenditures will continue through 1981-82. Numerous tables and graphs illustrate the data. This document supersedes a previous report cited under ED 066 807. (Author)

ED 079 856 EA 005 354

Reischauer, Robert D. Hartman, Robert W.

Reforming School Finance. Studies in Social Economics, II.

Brookings Institution, Washington, D.C.

Pub Date 73

Note—185p.

Available from—Publications Sales Office, The Brookings Institution, 1775 Massachusetts Avenue, N.W., Washington, D.C. 20036 (\$2.50)

Document Not Available from EDRS.

Descriptors—Catholic Schools, Court Litigation, *Educational Equality, *Educational Finance, Equalization Aid, Expenditure Per Student, Federal Aid, Financial Problems, Fiscal Capacity, Full State Funding, *Government Role, *Nonpublic School Aid, Property Taxes, Public Education, *School Support, School Taxes, State Aid, Tables (Data)

This book explores three major fiscal problems facing elementary and secondary education in the United States: (1) school district difficulties in making ends meet, (2) disparities in expenditure levels and tax burdens among school districts, and (3) declining revenues and enrollments in nonpublic schools. The authors examine the underlying causes of the problems and assess a variety of proposed solutions. Among the programs they consider are property tax reform and relief, various plans for equalizing expenditures among school districts (such as "power equalizing" programs, full assumption of school costs by State governments, and educational vouchers), and tax credits for tuition and fees paid to nonpublic schools. In addition, the authors examine recent court decisions affecting school finance. At the federal level, they analyze the existing education budget and suggest what the Federal Government might do to alleviate the schools' financial problems. They emphasize that, although the goals of financial reform programs are not entirely in conflict, policymakers will have to decide which problems deserve the highest priority. Numerous tables are used throughout the book. An extensive bibliography and a subject index are included. (Author/DN)

ED 079 857 EA 005 355

Maccia, Elizabeth Steiner Maccia, George S.

On a Model for Educational Research: Extended Systems Theory (SIGGS).

Pub Date 27 Feb 73

Note—27p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Education, Educational Philosophy, *Educational Research, Educational Theories, Graphs, *Information Theory, Learning, Learning Theories, *Models, *Set Theory, Speeches, *Systems Approach, Teaching

Identifiers—*Set Information Graph General Systems Theory, SIGGS

In this paper, the SIGGS Theory is set forth and shown to be a model for educational research. The paper treats of the SIGGS Theory, educational research, and of the SIGGS Theory as a model for educational research. The SIGGS Theory provides characterizations of a general system beyond those developed prior to SIGGS' introduction. "SIGGS" indicates that these additional characterizations arise from the incorporation of set theory (S), information theory (I), and graph theory (G) into general systems theory (GS). Educational research is analyzed to be theoretical, qualitative, and performative. Moreover, theoretical research is found to be nonempirical (philosophical) as well as empirical (scientific and praxiological), and to operate by the rules of retrodution and deduction to produce theory about the teaching-learning process as well as by the rules of induction to relate such theory to teaching-learning states of affairs. SIGGS is shown to be a model for educational research, for through it the kinds of elements in the teaching-learning process and their relations could be set forth. Information theoretic notions provide a framework for categorizing the elements, and, along with graph theory, their interactive aspects. (Author)

ED 079 858 88 EA 005 356
Garman, Mark B. Northall, Jane E.

Goal Analysis Procedures. Project SIMU School: Santa Clara County Component.
Santa Clara County Office of Education, San Jose, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—RR-8

Bureau No.—72-8111

Pub Date Jun 73

Grant—OEG-9-72-0063(290)

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cost Effectiveness, Educational Finance, *Educational Objectives, *Educational Planning, *Goal Orientation, *Mathematical Models, Models, Objectives, *Planning (Facilities), Programming, Public Education, Regional Planning, Speeches

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Goal Analysis, *Project SIMU School, Regret Functions

This paper addresses one element of the educational planning process—the objectives to be attained as a result of the implementation. The authors first discuss objectives in the context of planning in general and the relationship of planning to the process of education. Within this context, the need for goal analysis is identified. Next, there follows a discussion of organization goals; goal discovery, structures, and analysis; and regret functions. The presentation concludes with a discussion of a dynamic goal programming model and some goal programming solution procedures. The information provided is intended for a variety of audiences including both experienced and inexperienced educational administrators—planners, one-time users, and educational planners in general. Each section of the paper is identified as being appropriate to one particular audience type. The material is also categorized and identified according to school facility planning, educational planning, urban-educational planning, and comprehensive planning. (Author/DN)

ED 079 859 88 EA 005 357
Candoli, I. C. Lew, Donald J.

Decentralizing the "Future Planning" of Public Education. Project SIMU School: Santa Clara County Component.

Santa Clara County Office of Education, San Jose, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—RR-2

Bureau No.—72-8111

Pub Date Jun 73

Grant—OEG-9-72-0063(290)

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Centralization, Citizen Participation, Community Involvement, Community Role, *Decentralization, Decision Making, *Educational Development, Educational Equality, Educational Finance, Educational Objectives, *Educational Planning, *Models, Planning (Facilities), Program Development, Public Edu-

cation, Relevance (Education), *School Organization

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Project SIMU School

This analysis draws on a variety of experiences with and models of centralized and decentralized school systems now in existence. The decentralized model or profile posed for consideration is intended as a basis for the development of a process by which indigenous models can be established for any locale as unique local variables are identified and understood. The paper draws implications for educational planning and development in the decentralized school plan. The authors debate the relative merits of centralization vs decentralization within the context of local control, educational costs, equality of educational opportunity, integration, community participation, individual rights, and the overall public interest. The authors also consider educational goals and program development under decentralization. (Author/DN)

ED 079 860 EA 005 358
Baldridge, J. Victor Johnson, Rudolph

The Impact of Educational R & D Centers and Laboratories: An Analysis of Effective Organizational Strategies.

National Academy of Education, Stanford, Calif.; Spencer Foundation, Chicago, Ill.

Pub Date 15 May 72

Note—82p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Case Studies, Educational Administration, Educational Development, *Educational Research, *Evaluation, Information Dissemination, *Management Systems, *Operations Research, Organization, Organizational Development, Planning, Policy, Program Evaluation, *Research and Development Centers, Staff Utilization

Identifiers—*Organizational Effectiveness, Policy Recommendations

The purpose of this research was to study the link between effective management strategies and the impact of educational research and development. The 19 R & D Centers and Regional Laboratories of the United States Office of Education were selected as the focal organizations for analysis. Using document analysis and interviews, the researchers drew a number of conclusions about effective organizational strategies in (1) Program Focuses and Evaluation Systems, (2) Commitment to Dissemination and Implementation, (3) Staffing Patterns, (4) Relations with Field Users of R & D Innovations, and (5) Relations with Educational Training Institutions. The 3-fold task included the descriptive phase, which outlined various practices within the labs and centers on the above topics; the analysis phase, which pointed to some practical consequences of using different styles of management; and the recommendation phase, which suggested some management policies that the authors felt should be widely adopted. The authors consider this project to be an example of "policy research", or that research which analyzes a practical problem with specific policy outcomes in mind. They therefore present a set of recommendations that may actually be implemented in Educational Research and Development centers. (Author)

ED 079 861 EA 005 360
Brick, Michael, Ed. Bushko, Andrew A., Ed.

The Management of Change.

Columbia Univ., New York, N.Y. Community Coll. Center.

Spons Agency—Columbia Univ., New York, N.Y. Teachers College.; Kellogg Foundation, Battle Creek, Mich.

Pub Date 73

Note—62p.

Available from—Community College Center, Teachers College, Columbia University, New York, New York 10027 (\$2.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Case Studies, *Change Agents, Changing Attitudes, Conference Reports, Decision Making, *Educational Change, Educational Planning, *Management, *Models, *Organizational Change, Organizational Development, School Environment, Speeches

The main body of this document consists of three presentations given at a conference on the management of change. The conference provided each participant the opportunity to formulate, plan, and implement desired change at particular

institutions in a more sophisticated fashion. In the first presentation, three conceptual models of executive behavior and decisionmaking in a complex organization are discussed—i.e., the rational approach, the political approach, and the organizational structure and processes approach. A variety of case studies illustrate these models. The second presentation reviews the research-development-diffusion, social interaction, and problem-solver perspectives employed by most authors in the field of dissemination and utilization of knowledge for the purposes of change. The authors explain how these three perspectives can be brought together in a "linkage model," describe the general factors which contribute most to dissemination and utilization, and discuss the implications of these factors for the practitioner. The last presentation analyzes and criticizes four major change theory models: the mechanical, the systems, the organizational analysis, and the anthropological. (Author/DN)

ED 079 862 EA 005 370
Taylor, Ruth, Comp.

The Nongraded School. An Annotated Bibliography. Current Bibliography Series No. 5.

Ontario Inst. for Studies in Education, Toronto, Library.

Pub Date Jun 73

Note—47p.

Available from—Publication Sales, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto M5s 1V6, Ontario, Canada (\$2.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Continuous Progress Plan, Evaluation, *Nongraded Primary System, *Nongraded System, Public Schools, Research, *Ungraded Schools

This bibliography, an update of a previous document cited under ED 071 148, includes mainly references to materials published or research reports made available during the period 1970-1972. References to Canadian materials that were cited in the former publication are included, as well as some few references to works by authorities whose names recur repeatedly throughout research reports. Included are books, journal articles, research reports, dissertations, and audiovisual items from Canadian and American sources. Annotations provide a very brief indication of content without attempting critical evaluation. The bibliography has been divided into general material on nongrading, followed by specific applications to elementary, intermediate, and secondary schools. A separate section includes related research reports, followed by references to literature relating to instruments for placement and evaluation of student progress in the nongraded system. (Author)

ED 079 863 EA 005 376
Scott, W. Wayne Hardesty, T. Frank

Effective Communications and an Accountable Administrative Process.

Pub Date 12 Jan 73

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Principles, *Administrator Role, *Communication (Thought Transfer), *Communication Problems, Educational Accountability, Educational Administration, Feedback, Literature Reviews, Psychological Characteristics, Social Factors, *Theories

Identifiers—Monographs
In the first part of this document, several definitions of communication are presented, and some of the various concepts or theories of communication are introduced. The authors then review some of the barriers that tend to impede effective communication, such as social-psychological and sociological barriers. Next, they examine those factors that may facilitate effective communication, such as those found in the network component and those in the message component of communication. Suggestions are also made for effective communication within the college or university. A final chapter considers the implication of effective communication for administrators. (Author/DN)

ED 079 864 95 EA 005 377
PMIS Project. Planning & Management Information System. A Project To Develop a Data Processing System for Support of the Planning and Management Needs of Local School Districts. Final Report, Year 2.

Council of the Great City Schools, Washington, D.C.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 30 Jun 73

Contract—OEC-0-71-0693(284)

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Oriented Programs, Data Bases, Data Processing, Decision Making, *Educational Administration, Educational Planning, Educational Research, Evaluation Methods, Information Processing, *Management Information Systems, *Management Systems, *Planning, Problem Solving, Program Costs, Program Design

Identifiers—*Planning Management Information System, PMIS

This document examines the design and structure of PMIS (Planning and Management Information System), an information system that supports the decisionmaking process of executive management in local school districts. The system is designed around a comprehensive, longitudinal, and interrelated data base. It utilizes a powerful real-time, interactive data management system for strategic planning; evaluation studies; and local, state, and federal reporting. Following an introduction to PMIS in chapter one, the next four chapters examine the various components of the system. System components discussed are (1) the overall structure of the data base, its size, and its significance; the components of the support and information systems; and the operation of a PMIS system, the computer requirements, and first year system costs. The final chapter of the document discusses the future of PMIS activities. A related document is ED 063 647. (Author/DN)

ED 079 865 EA 005 378

Callahan, John J. Wilken, William H.

School Finance Reform in the States: What Should Be Done?

Pub Date 2 Apr 73

Note—33p.; Paper presented at National Educational Finance Project Annual Meeting. (4th, Atlanta, Georgia, April 2, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Assessed Valuation, *Educational Finance, Educational Legislation, Educational Needs, *Equalization Aid, Fiscal Capacity, Full State Funding, *Metropolitan Areas, Property Taxes, School Support, *School Taxes, Speeches, State Aid, Statistical Data, Tax Allocation, Tax Effort, Taxes, *Urban Education

Identifiers—Municipal Overburden

This document examines the effect that alternative ways of reforming school finance would have on major city school districts. Using census data, the authors attempt to show that parity between tax effort and revenue yield will not in itself insure fiscal justice for most major city schools. The paper considers the higher costs of educational inputs in urban areas; the economic status of the population as between urban, suburban, and rural areas; the problem of municipal overburden; the additional educational needs of urban children; and fiscal capacity. Numerous tables throughout the paper outline the problem on a city-by-city basis. The document concludes with some recommendations for creating an adequate mechanism for the financing of education. Related documents are EA 005 147, 265, and 270. (Author/DN)

ED 079 866 EA 005 379

Hawkins, Brett W. Villar, Paul K.

Political Relatedness and School Expenditures in American Cities: A Research Note.

Pub Date Sep 73

Note—21p.; Paper presented at American Political Science Association Annual Meeting. (69th, New Orleans, Louisiana, September 4-8, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—City Problems, Conflict, Conflict Resolution, *Educational Finance, Educational Policy, Educational Research, *Expenditures, Policy Formation, *Political Influences, Political Power, Politics, *Power Structure, School Organization, Social Class, Socioeconomic Influences, Speeches, *Statistical Analysis

Identifiers—Class Conflict, *Political Relatedness

An important question about school financing is the possible financial consequences of school systems varying along a continuum from more to less political. This variation is "political related-

ness," which is measured here with already available data from published sources. The impact of this political relatedness compared with other classes of influences on four school expenditure variables is investigated with multivariate techniques. In statistical explanation, political relatedness places second after environment. This finding is discussed in terms of understandings of influences on school policy and the need to investigate contemporary institutional structures as the outcome of historically antagonistic relations between classes in large cities. (Author)

ED 079 867 EA 005 380

Financing Educational Imperatives. A Report.

Canadian Teachers' Federation, Ottawa (Ontario).

Report No.—CTF-C-73401

Pub Date May 73

Note—59p.; Speeches given before and proceedings of Canadian Teachers' Federation Seminar on Education Finance (2nd, Ottawa, Ontario, May 7-9, 1972)

Available from—Canadian Teachers' Federation, 110 Argyle, Ottawa, Ontario, Canada K2P 1B4 (\$1.35)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, Cost Effectiveness, Educational Administration, Educational Change, Educational Development, *Educational Economics, *Educational Finance, Educational Objectives, *Resource Allocations, School Community Cooperation, Special Education, Vocational Education

Identifiers—*Canada, *Efficiency (Education), *Equity (Education)

This document reports the proceedings of a conference held to discuss the availability of educational resources and the financing of education in Canada. The conference focused specifically on the financial implications of redesigning educational institutions to be capable of flexible response to students' needs, making educational benefits more accessible to the disadvantaged, tying together education and the work world, and restructuring educational institutions to be more closely tied in with their surrounding communities. The document reports on a panel discussion of current provincial problems in financing education, a history of the Canadian Teachers' Federation project, a presentation dealing with efficiency considerations in education and the integration of efficiency and equity criteria, and a discussion of the financial problems of school boards. The document concludes with group discussion reports on the financial implications of change objectives. (Author/DN)

ED 079 868 EA 005 381

Lloyd, Woodrow S.

What Society May Properly Expect of the School. CTF Project on Education Finance: Document 1.

Canadian Teachers' Federation, Ottawa (Ontario).

Report No.—CTF-C-72307

Pub Date Sep 72

Note—70p.

Available from—Canadian Teachers' Federation, 110 Argyle Avenue, Ottawa, Ontario, Canada K2P 1B4 (\$1.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Decision Making, Education, Educational Accountability, Educational Development, *Educational Economics, Educational Finance, *Educational Needs, Educational Objectives, *Educational Responsibility, Humanization, Human Relations, Nationalism, Parent School Relationship, Public Schools, Relevance (Education), *School Community Relationship, *School Role, Student Participation

Identifiers—*Canada, Social Needs

This booklet is the first in a three part series dealing with individual and societal expectations of education in Canada and the relationship between basic goals and the principles of financing. The main body of the presentation covers the current state of public expectations of school as an institution serving the needs of society. The author sees some Canadian education needs to be the need for (1) decisionmaking; (2) Canadian identity; (3) economic wellbeing; (4) the preservation and development of the environment; and (5) self-renewal of the individual and of society. A concluding chapter summarizes some additional requirements, such as the need to make an

educational system that is accountable and responsive to history, and one that has clearly specified goals; effective school-to-parent and school-to-community relations; and student input into the educational process. A 42-item bibliography is included. Related documents are EA 005 382 and EA 005 383. (Author/DN)

ED 079 869 EA 005 382

Rocher, Guy

What the Individual Expects of the School. CTF Project on Education Finance: Document 2.

Canadian Teachers' Federation, Ottawa (Ontario).

Report No.—CTF-C-72306

Pub Date Sep 72

Note—31p.

Available from—Canadian Teachers' Federation, 110 Argyle Avenue, Ottawa, Ontario, Canada K2P 1B4 (\$1.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Finance, Educational Innovation, Educational Objectives, Educational Philosophy, *Educational Responsibility, Educational Trends, Individualized Instruction, *Individual Needs, *Relevance (Education), *School Role, *Student Needs, Teacher Responsibility

Identifiers—*Canada

This booklet is the second in a three part series dealing with individual and societal expectations of education in Canada and the relationship between basic goals and the principles of financing. The main body of the document examines the current state of public expenditures of the school as an institution serving the needs of the individual. The first part of the paper records objective observations and impressions, while the second part presents the author's personal viewpoint. The author first considers the plurality of publics which the educational system must serve, the conflicts of values in these different publics, the school of today and the society of tomorrow, contradictory expectations, the role of the teacher, and academic and vocational aspirations. He next looks at the school system of tomorrow, which he sees as an educational system so different that it defies comparison to what we know as an educational system today. The paper comments briefly on some ingrained ideas that now must be questioned, the nonsupporter of education, the problem of motivation, individualizing mass education, the increase in individual intelligence, the increase in the number of symbolically oriented people, and the changing ideas of young people and their expectations of education. A short bibliography is included. Related documents are EA 005 381 and EA 005 383. (Author/DN)

ED 079 870 EA 005 383

Hettich, Walter And Others

Basic Goals and the Financing of Education. CTF Project on Education Finance: Document 3.

Canadian Teachers' Federation, Ottawa (Ontario).

Report No.—CTF-C-72305

Pub Date Sep 72

Note—54p.

Available from—Canadian Teachers' Federation, 110 Argyle Avenue, Ottawa, Ontario, Canada K2P 1B4 (\$1.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cost Effectiveness, Educational Development, *Educational Economics, *Educational Finance, Educational Objectives, Equal Education, Public Support, *Resource Allocations, School Taxes, Statistical Data, Tax Allocation

Identifiers—*Canada, *Efficiency (Education), *Equity Education

This booklet is the third in a three part series dealing with individual and societal expectations of education in Canada and the relationship between basic goals and the principles of financing. This document examines some of the economic factors basic to the design and planning of school financing. The authors first examine the growth of education in the 60s and the consequences for the 70s. Included are data on educational enrollment and expenditure patterns in the 1960s, characteristics of Canadian school teachers, capital expenditures of schools, operating expenditures per pupil in relation to GNP, and projections for future expenditures in the 1970s. Various efficiency and equity goals in the financing of education are then considered.

Within the framework of efficiency in resource allocation, the authors consider the methods of determining the resources designated for education, the allocation of these resources among different levels of education and at a particular level, the level of public support of education, the cost effectiveness of education, and the benefits of education between the public and private sectors. To point up equity goals, the authors then discuss equal educational opportunity, education and income distribution, the division of the tax burden among communities, and decentralization and the willingness to pay taxes. Additional data about educational finance in Canada are included in a series of tables in the appendix. Related documents are EA 005 381 and EA 005 382. (Author/DN)

ED 079 871 EA 005 384

Moffatt, H. P. Brown, Wilfred J.

New Goals, New Paths. The Search for a Rationale for the Financing of Education in Canada, Parts I and II. CTF Project on Education Finance: Final Report.

Canadian Teachers' Federation, Ottawa (Ontario).

Report No.—CTF-C-73307

Pub Date Jun 73

Note—175p.

Available from—Canadian Teachers' Federation, 110 Argyle Avenue, Ottawa, Ontario, Canada K2P 1B4 (\$3.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Educational Change, Educational Demand, *Educational Economics, *Educational Finance, Educational Needs, Educational Objectives, Educational Planning, Individual Needs, Public Education, *Resource Allocations, School Taxes, Tax Allocation
Identifiers—*Canada, *Efficiency (Education), *Equity (Education)

This document begins with a section that discusses the demand for education and the identification of the broad characteristics of an educational system that would fulfill the needs and aspirations of the individual and satisfy the requirements of society. It outlines the history of the crisis in educational finance, discusses the problem of determining the needs of the individual and society, and considers the new values in society. Individual section chapters consider the determination of performance goals, the synthesis of social and individual goals, structural or systems goals, and operational goals. The first section concludes with an examination of the attitudes toward various structures for education and the decisionmaking process in education. The second section of the document identifies and examines the principles underlying the procedures and mechanisms for satisfying the educational demand in general, and the means of exploring alternative ways of restructuring educational finance to better achieve the ideals previously identified. The conflict between decentralization and centralization in the financing of education is discussed, and the case for public support of education is considered. The authors examine the equity and efficiency principles of taxation, tax coordination, and redistribution; and the document concludes by examining trends and future directions of school spending, revenue sources, and change strategies. (Author/DN)

ED 079 872 EA 005 386

Clyne, Norman G.

Financial Assistance for Federally Affected Schools. A Monograph.

Army War Coll., Carlisle Barracks, Pa.

Pub Date 7 Mar 73

Note—34p.

Available from—National Technical Information Service, 2528 Port Royal Road, Springfield, Virginia 22151 (Order No. AD-760-929, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—*Educational Finance, *Federal Aid, *Federal Government, Federal Legislation, Federal Programs, Federal State Relationship, Financial Problems, Local Government, Management, Operations Research, Planning, *Public Education, *State Federal Support, State Government

Education as such is not mentioned in the U.S. Constitution, and public education has been the responsibility of State governments. In practice, the public schools have been operated by local communities and financed primarily by taxation

of real property. U.S. Government acquisition of property for military use, defense production, and other federal activities have taken from many a school district part of its base for local taxation while adding considerably to its school-age population. This paper examines programs devised to moderate these burdens created for local governments by federal activities. (Author)

ED 079 873 EA 005 387

Pogoloff, Boris

The Systems Approach to Education.

Army War Coll., Carlisle Barracks, Pa.

Pub Date 1 Nov 72

Note—26p.

Available from—National Technical Information Service, 2528 Port Royal Road, Springfield, Virginia 22151 (Order No. AD-761-060, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Curriculum Development, Educational Development, *Management Systems, Organization, Organizations (Groups), *Planning, Programmed Instruction, *Systems Analysis, *Systems Analysts, *Systems Approach, Systems Development

In this report, the definitions of systems and systems analysis are examined. The role of the systems analyst is discussed, and the steps that he and the designer take in developing a system for an organization are described. Some of the steps that the organization can take to aid in the analysis are also explored. The report looks at the application of the total systems approach to education including, not only the development of curriculum, but also the application of systems to administration. The disadvantages of the total approach are discussed including the impact on the people of the organization and their reluctance to accept new innovations. (Author)

ED 079 874 EA 005 388

Williams, Jeffrey W. Warf, Sallie L.

Education Directory: Public School Systems, 1972-73.

National Center for Educational Statistics (DHEW/OE), Washington, D.C. Elementary and Secondary Surveys Branch.

Report No.—DHEW-Pub-OE-73-11701

Pub Date 73

Note—282p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. (Stock Number 1780-01144, \$2.10 postpaid or \$1.75 GPO Bookstore)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Directories, Elementary Schools, *Public School Systems, *School Districts, School Size, *School Statistics, *School Superintendents, Secondary Schools, Student Enrollment, Tables (Data)

The primary purpose of this directory is to list all local agencies providing free public elementary and secondary education in the United States and its outlying areas. The listing includes agencies that provide general or both general and specialized education. The word "local" denotes those agencies closest to the actual operation of the educational programs. Where administrative services are performed for more than one school district by a common superintendent, the resulting supervisory union is listed in addition to the local school districts. The main body of the directory lists, in alphabetical order by State, the following information for each system: name of unit, mailing address, county name, grade span, number of pupils, and number of schools. Also included are summary tables showing (1) the distribution of operating local public school systems and numbers of pupils by system size; (2) the number of such systems by grade span and size, by grade span and State, and by school system size and State; and (3) the number of operating and nonoperating public school systems by State or other area. A related document is ED 064 786. (Author)

ED 079 875 EA 005 389

Hughes, Warren A.

Statistics of Local Public School Systems, Fall 1970: Staff, Elementary-Secondary General Information Survey Series.

National Center for Educational Statistics (DHEW/OE), Washington, D.C. Elementary and Secondary Surveys Branch.

Report No.—DHEW-Pub-No-OE-73-11415

Pub Date 73

Note—223p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402. (Stock No. 73-11415, \$2.60 postpaid or \$2.25 GPO Bookstore)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Elementary Schools, Noninstructional Responsibility, Paraprofessional School Personnel, *Personnel Data, Professional Personnel, *Public School Systems, *School Personnel, *School Statistics, Secondary Schools, *Surveys, Tables (Data)

This publication is the fourth report in an annual survey series designed to provide reliable data on individual local public school systems for planning, policy, and research purposes. The report contains tables of national estimates and basic data tables providing quantitative staff data on the school systems in the survey. The data are derived from a sample survey of approximately 5,200 school systems. The survey was so designed that State estimates, as well as regional and national estimates, could be generated. Most of the tabular presentation analyses are based on (1) six enrollment-size groups based on school system average daily membership as determined by presample selection and design; (2) the three metropolitan status categories of metropolitan, central, metropolitan-other, and nonmetropolitan; and (3) four regions of the United States—North Atlantic, Great Lakes and Plains, Southeast, and West and Southwest. A related document is ED 054 549. (Author)

ED 079 876 EA 005 406

Barr, W. Monfort Wilkerson, William R.

Innovative Financing of Public School Facilities.

Pub Date 73

Note—177p.

Available from—The Interstate Printers & Publishers, Inc., Danville, Illinois 61832. (Inventory No. 1543, \$3.95, less educational discounts)

Document Not Available from EDRS.

Descriptors—Building Innovation, *Capital Outlay (for Fixed Assets), Cost Effectiveness, *Educational Finance, Financial Needs, Fiscal Capacity, *Innovation, Property Taxes, Public Schools, Research Reviews (Publications), School Construction, *State Federal Aid

In this document, the authors review emerging innovative practices in a number of States and recent research which indicates logical directions for future change. The authors contend that traditional support of public school facility financing and attendant debt service has outlived its usefulness and should be altered in accordance with modern economic trends and legal theory. Following an overview of the problem, the authors examine governmental financing on local, State, and federal levels. Among the items discussed are bond issues, voter resistance, legal indebtedness limits, State Loan programs, State grants, and federal participation. Next, the authors look at cooperative financing by quasi-governmental building authorities at State and local levels. Following this discussion, the authors point up the efforts being made to achieve economies in school construction through reduction of the need for new facilities, the space required for a given facility, and the costs of construction or remodeling. Two tables in the appendix show the amount of funds available for grants and loans to local school districts for capital outlay and debt service in selected years for the 50 States. A bibliography is provided at the end of each chapter. (Author/DN)

EC

ED 079 877 EC 052 195

Gifted and Talented Children and Youth: A Selected Guide to Resources for Information, Materials and Assistance.

Council for Exceptional Children, Arlington, Va. National Clearinghouse for the Gifted and Talented.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 73

Note—12p.

Available from—Council for Exceptional Children, 1411 South Jefferson Davis Highway, Suite 900, Arlington, Virginia 22202

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Directories, *Exceptional Child Services, *Gifted, *National Organizations, National Programs, Organizations (Groups), *State Programs

The annotated directory lists approximately 46 national and state resources, and organizations as of June, 1973 which serve gifted and talented children and youth. The listings include region or state covered, name of person or office to contact, name of organization or office, telephone number, and in some cases a short description of function and/or services. National resources listed include the Office of the Gifted and Talented (U.S. Office of Education), which coordinates federal leadership, and the ten regional offices of education responsible for education of gifted and talented children and youth. Also listed are the National State Training Institute on Gifted and Talented, a federally funded program to provide leadership training and technical assistance to education through state agencies; the National Clearinghouse for the Gifted and Talented, a section of the Council for Exceptional Children, which acquires, synthesizes and disseminates information; and the Alliance for Arts Education, a project to develop programs for the talented in the area of fine arts. Additionally listed are five national organizations (such as the Association for the Gifted and the Gifted Child Research Institute); 13 state resources, which provide multiple services; and 14 state organizations. (Additional information on other supportive national organizations with specific interests in gifted and talented children and youth may be obtained from the National Clearinghouse for the Gifted and Talented.) (MC)

ED 079 878

EC 052 196

bechtel, Leland P.

The Detection and Remediation of Learning Disabilities. Progress Report.

Androscoogin County Task Force on Social Welfare, Inc., Lewiston, Maine.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Pub Date 1 Mar 73

Note—118p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Curriculum Development, Diagnostic Teaching, Dyslexia, Elementary School Students, *Exceptional Child Research, Identification, *Intervention, Learning Disabilities, *Perceptually Handicapped, Perceptual Motor Learning, Preschool Children, *Program Descriptions, *Remedial Instruction, Testing

A 1 year preschool program and a summer elementary program in a model cities area sought to detect and remediate children's learning disabilities, and to evaluate remedial techniques. Thirty-three perceptually handicapped preschool children took a battery of eight tests, and daily received remediation through fine and gross motor training, and in applied skills and free play. The Ss achieved highly significant gains on the performance tests of the Wechsler Preschool and Primary Scales of Intelligence. Successful teacher/student interactions and parental cooperation contributed to gains. A major conclusion was the potential of early identification and intervention for reducing the estimated 10 to 15% of children who perform poorly. In the summer program, 40 perceptually handicapped Ss, mean age 10 years, from 5 elementary schools, took a battery of seven tests, and daily received remediation in reading, English composition, and mathematics, and perceptual and gross motor training. The Ss achieved significant gains on the Copying Page, and Reduction of Total Errors Plus Self-Correction and Poor Formations tests of the Slingerland Screening Tests for Identifying Children with Reading Disability; in the Figure-Ground and Form Constancy tests of the Frostig Developmental Test of Visual Perception; on arithmetic computation measured by the Metropolitan Arithmetic Test, and on the Motor-Tasks Test. (MC)

ED 079 879

EC 052 197

Marinelli, Joseph J.

A Systems Procedure Manual for Conducting a Needs Assessment.

Curriculum Development Project for the Educable Mentally Retarded, Lake Butler, Fla.

Spons Agency—Florida State Dept. of Education, Tallahassee. Education for Exceptional Children Section.

Pub Date Jul 72

Note—86p.

Available from—Exceptional Child Section, Department of Education, Tallahassee, Florida 32304

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administration, Agencies, Community Services, *Curriculum Development, *Educable Mentally Handicapped, Educational Needs, Evaluation Methods, *Exceptional Child Education, Instructional Materials, Mentally Handicapped, Occupations, Program Development, Program Evaluation, Public Relations, School Districts, *Systems Analysis, Teacher Evaluation

Identifiers—*Florida

Reported in the manual are systems procedures to assess needs of educable mentally retarded (EMR) children and adults in three Florida counties in terms of EMR student and teacher assessment, EMR classroom programs, job opportunities, and services available, as a first step in developing a total curriculum. Described are the project's 3 year developmental plan, funding, staffing, and curriculum objectives (such as incorporation of physical skills, and social and vocational competencies from primary through high school levels). Explained are terminology, a flow chart (which shows event, activity number and description, staff member responsibility, and inception and completion dates), and the flow network. Discussed are activities for identifying the EMR population (included are such forms as a behavioral characteristics checklist, and social competencies scales for children and adults); for identifying and appraising teachers (included are a self appraisal form with 20 questions, and forms for observation of teachers); for obtaining information from employers on job requirements; for assessing the present curriculum (such as time EMR pupils spend in regular or EMR classes), for evaluating classroom environment (a checklist of equipment, instructional materials, and questions is included). Also presented are activities for assessing administrative support, school supportive services, and local agencies' support (form included). Briefly described are methods of summarizing information, of communicating with the public, and of evaluating the assessment operation. (For related information, see EC 052 198.) (MC)

ED 079 880

EC 052 198

Marinelli, Joseph J.

A Summary of Findings and Recommendations for Curriculum Development Needs Assessment of the Educable Mentally Retarded in Baker, Bradford and Union Counties.

Curriculum Development Project for the Educable Mentally Retarded, Lake Butler, Fla.

Spons Agency—Florida State Dept. of Education, Tallahassee. Education for Exceptional Children Section.

Pub Date Jul 72

Note—130p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administration, Classroom Environment, *Curriculum Development, Curriculum Evaluation, *Educable Mentally Handicapped, *Educational Needs, *Exceptional Child Education, Instructional Materials, Mentally Handicapped, Occupations, Program Evaluation, School Districts, Student Evaluation, Systems Analysis, Teacher Evaluation

Identifiers—*Florida

A project to assess needs of educable mentally retarded (EMR) children and adults in three Florida counties reports findings and recommendations. EMR population findings show that many of the 224 EMR students have language deficiencies, and that most cluster at 11 and 15 years of age; recommended are early intervention, language programs, and revised secondary curriculums. Data show that the average EMR teacher is married, is confident about providing good relationships, is not confident about curriculum planning and implementing, and is perceived by other teachers as a baby sitter; recommended is more inservice teacher training in classroom techniques, and more teacher action in professional organizations. Job opportunities exist for EMR persons who work independently and remember procedures; recommended are teacher contact with employers, and more vocational training. Few differences are found between EMR and regular classes, and thus few problems preclude integration; recommended are more academic courses for EMR students, and secondary curriculum improvement. Classroom en-

vironment assessment shows traditional audiovisual material use, and physical arrangement; minuscule physical development material use, and some language program use; and recommended is the curriculum specialist's attention. Administrative support findings show EMR teachers sharing all teachers' roles and budgets; while the support services of schools and local agencies appear adequate. An index comprising half the document gives data for all assessment phases and includes a summary list of job possibilities. (For related information see EC 052 197.) (MC)

ED 079 881

EC 052 199

Alexander, Lonie And Others

A Curriculum Guide for Teachers of Educable Mentally Handicapped.

Brevard County School Board, Cocoa, Fla.

Pub Date Jul 72

Note—170p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Books, Communication Skills, Course Objectives, *Curriculum Guides, *Educable Mentally Handicapped, *Exceptional Child Education, Health, Instructional Materials, Language Development, Mentally Handicapped, Money Management, Music, Program Planning, *School Districts, Social Development, Vocational Education

Identifiers—*Brevard County, Florida

Presented in the curriculum guide for teachers of mentally retarded (EMR) children in Brevard County, Florida, are preprimary, primary, intermediate, junior high school, and occupational training programs. Listed for preprimary level are skills objectives and suggested activities for such areas as auditory discrimination, constancy, and tactual kinesthetics. Given for the primary level are skills objectives and activities to develop communication (such as watching, listening, reading, or working with numbers), and social competencies (pertaining to home, school, health, cultural heritage, science, art, and music). Intermediate level objectives and activities suggested are expanded from primary level to include time, money, and mathematics in the area of communication, and more complexity in social competencies; and included are sample lesson plans for writing, spelling, or money management, and sample units for social studies, science, and primary level. Provided for junior high level are guides for language development, social studies, science, health, safety, and vocational preparation. Given for the three year occupational training program (which includes academic and prevocational work, school employment, and full time employment), are guides for academic instruction, occupational readiness, and specific skill building (such as auto mechanics, building trades, or home economics). Also described are program planning techniques (individualizing students' programs, making referrals, ordering materials and arranging field trips); and procedures for obtaining vocational rehabilitation services. Listed for each level are instructional materials, with sources. (MC)

ED 079 882

EC 052 200

Joiner, Lee M. And Others

Mentally Retarded Trainable Children and Educable Pupils. Final Report.

Teaching and Learning Research Corp., New York, N.Y.

Spons Agency—New York City Board of Education, Brooklyn, N.Y.

Pub Date 72

Note—37p.; Function No. 09-31631

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Development, Educable Mentally Handicapped, Elementary School Students, Enrichment, *Exceptional Child Education, Hobbies, *Mentally Handicapped, Neurologically Handicapped, Physical Fitness, *Program Descriptions, *Program Evaluation, Secondary School Students, Social Development, *Summer Programs, Trainable Mentally Handicapped

Identifiers—New York

Evaluated was a New York City summer enrichment program for 357 educable, trainable, or brain damaged elementary and secondary school children. Objectives of the program were measured improvement in social and emotional development, cognitive development, hobby skill development, and physical fitness. Evaluation consisted of observation, interviews with teachers, and objective pretesting and posttesting. Each of

the five centers (one in each borough) divided children into four classes by ability level. The program involved experiences with drama, jewelry making, physical education, and photography. The evaluation concluded that quality of staff services was high, that physical facilities and supplies were adequate to good, that the children enjoyed the program, and that significant gains were achieved in all program areas except physical fitness. It was recommended that the program be continued and extended, that more experiences in sports be provided, that a Spanish speaking teacher or aide be employed at each center, and that a more relevant test of motor skills be applied. Appended are class schedules and evaluation forms. (DB)

ED 079 883 EC 052 209

Haring, Norris G. Krug, David A.
An Application of the Programmatic Organization Model to Applied Research.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
Pub Date [72]
Grant—OEG-0-70-3916(607)
Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conceptual Schemes, *Exceptional Child Research, *Handicapped Children, *Models, *Research Design

Presented is a programmatic organization model which is applied to research needs in special education. Major advantages of the model are given to be that of providing for several research activities which focus on one common problem, reducing the duplication of research effort, providing greater efficiency in use of research personnel and resources, allowing for the use of common measurement units and data analysis to facilitate the comparison of data from all the research activities, and being able to conduct a number of projects concurrently. It is thought that the utilization of the model would yield information on a common research problem in less time than it would take to conduct a series of individual research projects. Application of the model would involve the setting of general and specific objectives, a project coordinator, several research teams each working on specific but related studies, field testing in schools and institutions, and dissemination of findings to the public. (Author/DB)

ED 079 884 EC 052 238

Aids for Handicapped Readers.

Library of Congress, Washington, D. C. Div. for the Blind and Physically Handicapped.
Pub Date Sep 72

Note—18p.; Reference Circular

Available from—Reference and Information Section, Division for the Blind and Physically Handicapped, Library of Congress, Washington, D.C. 20542

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Catalogs, Electromechanical Aids, *Exceptional Child Education, *Physically Handicapped, *Reading, *Sensory Aids, *Visually Handicapped

The reference circular provides information on approximately 50 reading and writing aids intended for physically or visually handicapped individuals. Described are low vision aids, aids for holding a book or turning pages, aids for reading in bed, handwriting aids, typewriters and accessories, braille writing equipment, sound reproducers, and aids to the mailing of letters and books. Examples of aids listed are hand held magnifiers, closed circuit television, mouthsticks, prism glasses, signature guides, typewriters, and cassette mailing containers. Listings usually include item name, a brief nonevaluative description, manufacturing company or companies, order numbers, and prices. Addresses of approximately 50 suppliers are included. (DB)

ED 079 885 EC 052 239

Langstaff, Anne L. And Others

Visual Perception Task Sequence: A Comparison of the Performance of Young Normal and Retarded Children.

Pub Date May 73

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educable Mentally Handicapped, *Exceptional Child Research, Mentally Handicapped, *Perception Tests, *Perceptual Development, Preschool Children, Primary

Grades, Sequential Learning, *Visual Perception

Compared was the performance of 17 preschool and 10 early elementary educable mentally retarded (EMR) children with the performance of 50 normal preschool children on a developmental sequence of tasks in visual perception. Tested were the skills of recognition, discrimination, recall, and reconstruction of common objects, size concepts, shape concepts, color concepts, and combinations of dimensions. A developmental progression from simple recognition through reconstruction was observed in both normal and EMR children, though younger EMR children performed better on the representational tasks than on the concrete tasks. Implication for the training of young EMR children included the presentation of tasks in steps from recognition to reconstruction, the designing of tasks to minimize the effects of poor motor coordination, the provision of practice with both concrete and representational materials, and the use of a game format to increase motivation. (See EC 052 240 for a related document). (DB)

ED 079 886 EC 052 240

Langstaff, Anne L. Higgins, Marilyn

Task Sequence in Visual Perception: Validation of Abstract Level.

Pub Date May 73

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstraction Levels, *Educable Mentally Handicapped, *Exceptional Child Research, Mentally Handicapped, *Perception Tests, Perceptual Development, Performance Factors, Primary Grades, *Visual Perception

Compared was the performance of nine educable mentally retarded (EMR) children (mean age 9 years) with the performance of 50 normal kindergarten children on a test of visual perception at the abstract level. The test of 17 items involved the dimensions of size, shape, and color at four steps of skill attainment (recognition, discrimination, recall, reconstruction). Performance patterns of EMR Ss and normal kindergarten Ss were similar, though EMR Ss performed at a lower level on all tasks other than recall and discrimination of printed words. Structured tasks appeared to be easier for the retarded learner than nonstructured tasks. Implications for the training of EMR children were that the issue of concrete versus pictorial materials may be less critical than the degree of structure inherent in the task, that the difficulty of discrimination and reconstruction tasks is increased when similar letters are presented together, and that the sequential progression from recognition through reconstruction does not hold consistently for abstract level tasks. (See 052 239 for a related document). (DB)

ED 079 887 EC 052 241

Tringo, John L.

Films for Special Education.

Boston Univ., Mass. New England Special Education Instructional Materials Center.

Pub Date 72

Note—102p.

Available from—New England Special Education Instructional Materials Center, Boston University, 704 Commonwealth Avenue, Boston, Massachusetts 02215

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Annotated Bibliographies, *Exceptional Child Education, *Films, *Handicapped Children, *Instructional Media

Listed are approximately 500 films in the various areas of special education. The listing has been compiled from film company catalogs, social agency listings, and National Audiovisual Center listings. Information stated is that which was in the source materials (usually name, length, source, and brief description). Films are listed under the following categories with the number of films in parenthesis: adult-child relationships (27), behavior modification (10), blind and partially sighted (31), child development (15), crippled and neurologically impaired (25), deaf and hard of hearing (25), early education (12), educable mentally retarded (eight), emotionally disturbed and socially maladjusted (64), general special education (35), gifted (seven), learning disabilities (48), mentally retarded (59), multiply handicapped (six), orthopedically handicapped (13), physical education (eight), psychological testing (seven), severely mentally retarded (19),

speech impaired (45), and teacher training and techniques (34). Also given are the addresses of 17 instructional materials centers and suggested sources for special education films. (DB)

ED 079 888 EC 052 242

Freedman, Ruth And Others

Exemplary Programs for the Handicapped. Volume I. Final Report.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C. Task Force on Dissemination.

Report No—AAI-73-82

Pub Date Jun 73

Contract—OEC-0-72-5182

Note—125p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Case Studies, Early Childhood Education, Evaluation Criteria, *Exceptional Child Education, *Handicapped Children, Manpower Needs, *National Surveys, Program Descriptions, *Program Evaluation, Vocational Education

Presented is the final report of a study which assessed the effectiveness of 50 Bureau of Education for the Handicapped programs and selected 17 of the programs as providing exemplary services for handicapped people in the areas of career education, early childhood education, and manpower development. Considered separately are the three phases of the study: program selection, on-site data collection, and case study preparation. The program selection phase is reported to have involved the development and revision of selection criteria, a telephone survey, staff training, and program rating and scoring procedures. Explained to be part of the on-site data collection phase are development of the case study outline and guide, the on-site pretest, and field training of staff. Actual preparation of the case studies is said to have included development and revision of the case study outline, review of pretest case studies, and case study preparation and review. Noted are problems encountered at each phase of the study. Abstracts of the case studies are presented as well as a program comparison chart. Among recommendations for further study is an assessment of the information requirements of potential program replicators. Appended are the initial and revised criteria list and weightings, forms and questions used for the telephone survey, programs' percentage scores according to program category, and the case study field guide. (See EC 052 243, EC 052 244, and EC 052 245 for complete case studies). (DB)

ED 079 889 EC 052 243

Bergstein, Patricia And Others

Exemplary Programs for the Handicapped.

Volume II. Career Education, Case Studies.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.;

National Inst. of Education (DHEW), Washington, D.C. Task Force on Dissemination.

Report No—AAI-73-83

Pub Date Jun 73

Contract—OEC-0-72-5182

Note—132p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adolescents, Case Studies, Dropouts, *Exceptional Child Education, *Handicapped Children, Individualized Instruction, *Innovation, Interagency Cooperation, Mobile Classrooms, *Program Descriptions, Program Evaluation, Video Tape Recordings, *Vocational Education

Identifiers—Fullerton, California, Portland, Oregon, St. Paul, Minnesota, Syoset, New York, Towson, Maryland

Described are six career education programs for handicapped youth selected as exemplary because of elements worthy of further study or replication. Presented in the form of case studies, each program is examined in terms of program operations, notable features, people, evaluation, recommendations, and informational sources. Described are the following programs: Career Development Center (Syoset, New York) offering students (ages 15 to 21 years) with adjustment problems occupational and academic education in an individualized approach; Mobile Unit for Vocational Education (Towson, Maryland) utilizing a mobile van to assess employment potential through work sample exploration in

10th grade students from special education classes; Project SERVE (Special Education, Rehabilitation, and Vocational Education) in St. Paul, Minnesota, serving handicapped students (ages 14 to 21 years) with emphasis on interagency cooperation and the generation of new SERVE programs; Project Worker (Fullerton, California) using a video tape curriculum to teach job entry skills to high school handicapped students; Technical Vocational Program for Deaf Students (also in St. Paul) providing post-secondary training in conjunction with an area vocational institute serving hearing students; and Vocational Village (Portland, Oregon) applying a personalized program of career education to high school dropouts. (See EC 052 242, EC 052 244, and EC 052 245 for related information). (DB)

ED 079 890 EC 052 244

Warner, Donna And Others

Exemplary Programs for the Handicapped. Volume III. Early Childhood Education, Case Studies.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Task Force on Dissemination.

Report No.—AAI-73-84

Pub Date Jun 73

Contract—OEC-0-72-5182

Note—222p.

EDRS Price MF-\$0.65 HC-\$8.97

Descriptors—Behavior Change, *Case Studies, Diagnostic Teaching, *Early Childhood Education, *Exceptional Child Education, *Handicapped Children, Inservice Teacher Education, Intervention, Parent Education, *Program Descriptions, Psychoeducational Processes

Identifiers—Athens, Georgia, Champaign-Urbana, Illinois, Chapel Hill, North Carolina, Magnolia, Arkansas, Minneapolis, Minnesota, Portage, Wisconsin, Seattle, Washington, Starkville, Mississippi

Described are eight early childhood education programs for handicapped children selected as exemplary because of elements worthy of further study or replication. Each program (in the form of a case study) is presented in terms of program operations, notable features, people, evaluation, recommendations, and informational sources. Described are the following programs: Chapel Hill Training/Outreach Program (Chapel Hill, North Carolina) offering training and technical help in curriculum methods and materials to educators of young handicapped children; Magnolia Preschool Program (Magnolia, Arkansas) serving 30 5-year-olds with an emphasis on early intervention and integration into regular classes; Model Preschool Program (Seattle, Washington) using behavior modification in individualized programs for handicapped children from birth to 6 years; PEECH Project (Champaign-Urbana, Illinois) serving 3- to 5-year-old multiply handicapped children with notable parent program and dissemination activities; Preschool and Early Education Project (Starkville, Mississippi) using its own curriculum and methodology with 4- to 7-year-olds; Portage Project (Portage, Wisconsin) applying a prescriptive, behavioral curriculum to training parents to teach their children; Rutland Center (Athens, Georgia) utilizing a psychoeducational approach with emotionally or developmentally disturbed children; and UNISTEPS Project (Minneapolis, Minnesota) stressing family involvement with hearing impaired children from birth to 6 years. (See EC 052 242, EC 052 243, and EC 052 245 for further information). (DB)

ED 079 891 EC 052 245

Stuart, Lorie And Others

Exemplary Programs for the Handicapped. Volume IV. Manpower Development, Case Studies.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; National Inst. of Education (DHEW), Washington, D.C. Task Force on Dissemination.

Report No.—AAI-73-85

Pub Date Jun 73

Contract—OEC-0-72-5182

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Case Studies, Diagnostic Teaching, *Exceptional Child Education, *Handicapped Children, *Inservice Teacher Education, *Manpower Needs, *Program Descriptions, Vocational Education

Identifiers—Burlington, Vermont, Rockville, Maryland, Tallahassee, Florida

Described are three manpower development programs for handicapped children selected as exemplary because of program elements worthy of further study or replication. Presented in the form of case studies, each program is examined in terms of an introduction, program operations, notable features, people in the program, program evaluation, recommendations, and informational sources. Described are the following programs: Clinical Teacher Model Project (Tallahassee, Florida) preparing teachers to diagnose and remediate mildly handicapped children through performance based, individualized training; Diversified Occupations Professionals Development Program (Burlington, Vermont) offering training in career education for teachers of the handicapped throughout the state; Mark Twain Teacher Internship Program (Rockville, Maryland) using seminars and practice in another performance based program helping experienced teachers deal with children with special needs. (See EC 052 242, EC 052 243, and EC 052 244 for further information). (DB)

ED 079 892 EC 052 270

Sylvester, David, Ed. Sprickman, Alice, Ed.

Sesame and You—A Teacher's Helper.

State Univ. of New York, Buffalo. Coll. at Buffalo. Educational Research and Development Complex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date [73]

Note—100p.; A Guide to Accompany a Videotape package of Twenty Sesame Street Minishows

Available from—State University of New York, Special Education Instructional Materials Center, Buffalo, New York 14222

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aurally Handicapped, *Deaf, Early Childhood Education, *Educational Television, *Exceptional Child Education, Guidelines, Instructional Media, Material Development, Primary Grades, Televised Instruction, *Video Tape Recordings

Identifiers—*Sesame Street

The guide for teachers of preschool and primary age deaf children is intended to accompany a videotape package of 20 Sesame Street minishows which consist of program segments chosen by teachers of the deaf. Listed for each minishow are the length, number of segments, general description, and captions. Listed for each segment is a detailed description, general objectives, specific objectives, uses, necessary pre-teaching, and related activities. Examples of concepts taught are order, classification, relationship, counting, and letter recognition. Appended are a list of related activities for problem solving, an index to the segments appropriate for specific instructional objectives, and the lesson plan of a demonstration class tape (also included in the package). (See EC 052 272 for related information). (DB)

ED 079 893 EC 052 271

Graeb, Thelma S., Ed. Gaughan, Joseph P., Ed. **Urban Issues in Special Education. A Special Study Institute Proceedings.**

New York State Education Dept., Albany. Bureau for Physically Handicapped Children; Yonkers City School District, N.Y.

Spons Agency—Office of Education (DHEW), Washington, D.C. Pub Date [73]

Note—32p.; Report of Proceedings of a Special Study Institute (Sterling Forest Conference Center, New York, November 10-12, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administration, Educational Trends, *Exceptional Child Education, Handicapped Children, Inservice Education, *Institutes (Training Programs), *Simulation, *Urban Education

Presented are the proceedings of a special study institute which field tested the Special Education Administration Simulator (SEASIM) to acquaint urban school administrators with the role of the Special Education Director and with information on current trends in special education. SEASIM is said to be based on 31 critical problems and issues identified by administrative personnel in five large urban school systems, and to train participants to anticipate special education issues. Focuses on are the following con-

cepts: planning; communication; population flux, mobility, and transportation; interagency cooperation; group processes; consensus decision making; and resolving conflict. Institute proceedings are described in terms of objectives, introduction, tentative schedule, program changes, conclusion, and evaluation. (DB)

ED 079 894 EC 052 272

Sylvester, David

Utilization of Sesame Street Materials with a Deaf Population. Final Report.

State Univ. of New York, Buffalo. Coll. at Buffalo. Educational Research and Development Complex.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Pub Date [73]

Note—124p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Aurally Handicapped, *Deaf, Early Childhood Education, Educational Television, *Exceptional Child Education, Instructional Media, *Material Development, Primary Grades, Program Evaluation, *Video Tape Recordings

Identifiers—*Sesame Street

The final report on the preparation and utilization of Sesame Street materials explains the selection of appropriate segments and the educational results of use of the videotapes with 449 preschool and primary age deaf children. Seventeen teachers of the deaf are reported to have chosen relevant segments and suggested educational uses, necessary pre-teaching, and related activities and materials. The selected segments are explained to have been organized according to teaching objectives and modified for use by the deaf. Segments are said to be joined in 15 minute mini shows to perpetuate the quick pace of the original format and to provide continuity. Utilization of the package is reported to have involved five treatment groups with the following differential segment use: use of only "live" segments, use of only puppet and/or animal segments, use of only captioned segments, use of any or all segments, and use of none of the segments. A significant difference in pretest and posttest performance is reported in favor of the group which used any or all of the segments. (See EC 052 270 for a related document). (DB)

ED 079 895 EC 052 273

Baldwin, Clara P. Baldwin, Alfred L.

Personality and Social Development of Handicapped Children.

Pub Date [72]

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exceptional Child Research, Family Attitudes, *Handicapped Children, Interpersonal Relationship, *Observation, Regular Class Placement, Research Methodology, *Research Needs, Research Reviews (Publications), Social Attitudes, *Social Psychology

Discussed are the personality and social development of children with physical handicaps, intellectual difficulties, or social and emotional disturbances, and recommended is the actual observation of the interactions of handicapped children with others in naturalistic situations. Stressed is the importance of pathological social interactions to handicaps such as schizophrenia and behavior disorders. The authors note a lack of studies of social interaction in naturalistic situations and examine methodological approaches such as the use of audio or tape and problems such as the choice of variables and interpretation of rating scales. Reviewed is research on interaction patterns in families of schizophrenic patients with findings such as the "double bind" pattern and differences in affect expression. Also reviewed are studies on the attitudes and social reactions of handicapped and normal Ss. Noted is the need for an effective test of social adaptability to aid in the diagnosis and management of mental retardation. The authors cite research on the self esteem of handicapped children with normal children is preferable to alternatives such as institutionalization. (DB)

ED 079 896 EC 052 278

Meier, John

Screening and Assessment of Young Children at Developmental Risk.

President's Committee on Mental Retardation, Washington, D.C.

Report No.—DHEW-03-73-90

Pub Date Mar 73

Note—196p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.35)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Cultural Factors, Early Childhood, Environmental Influences, *Exceptional Child Services, *Handicapped Children, *Identification, Infancy, Intellectual Development, *Intervention, Medical Evaluation, Mentally Handicapped, Physical Development, Physical Examinations, *Screening Tests, Social Influences, Testing

Presented in the monograph are current or proposed methods for screening and assessing children, from birth to 5 years of age, who have diverse developmental disorders or who are at risk, and whose mental and physical development will benefit from early identification and intervention. Considered in relation to general screening are a screening analogy; physical, environmental, and cultural factors; at risk registers and populations; and societal, ethnic, ethical, and legal aspects. Described are the physical factors involved in streamlining physical examinations and laboratory procedures, genetics and amniocentesis, biochemical and metabolic indicators, nutrition, gestational age, at risk indicators, vision screening, hearing, neurological screening, and abused or battered children. Examined among intellectual and cognitive factors are the infant's attention to discrepancies, ordinal scales of cognitive development, and aspects of assessing infants' intelligence and predicting later cognitive development. Language factors discussed include receptive language development, diagnostic significance of an infant's cry, expressive development, language tests and scales, and interdisciplinary screening. Examined among social and emotional factors are mother-infant attachment dynamics, social adaptation ratings, childhood psychosis prediction, and functional analysis for intervention. Some of the comprehensive developmental screening systems described involve early identification and intervention, screening as part of a total service system, multifactorial preschool development screening, and manpower consideration. (MC)

ED 079 897

EC 052 308

Metz, A. Stafford

Number of Pupils with Handicaps in Local Public Schools Spring 1970.

National Center for Educational Statistics (DHEW/OE), Washington, D.C.
Report No.—DHEW-OE-73-11107

Pub Date 73

Note—18p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.30)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary School Students, Enrollment Trends, *Exceptional Child Research, *Handicapped Children, Incidence, *National Surveys, *Public Schools, Secondary School Students, *Statistical Data

Reported are data on exceptional children in U.S. schools, collected through a U.S. Office of Education survey (spring 1970), which sampled 2,000 of the 81,000 U.S. public schools having enrollments of more than 300 pupils. It is estimated that of the 44,389,000 total public school pupils enrolled at the time of survey, 4,752,000 or one tenth were handicapped. Reported are the following handicapping conditions and incidences in order of prevalence (percentage of total pupils for each handicap is in parenthesis): speech impairment (4%), learning disabilities (2.6%), mental retardation (2.1%), emotional disturbance (1.2%); and physical, sensory, hearing, and visual handicaps (0.3% for each category). Included is a table giving number of pupils with handicaps in public schools, percent of enrollment, number and percent of pupils served (by handicapping condition, type, and school level). Data shows 72% of the handicapped to have been in elementary schools and 22% in secondary schools. A second table gives total enrollment and number of handicapped pupils by school level, and type of handicap. It is estimated that 63% of handicapped pupils received one or more services in elementary school through separate classes, special instruction from regular teachers in regular classes, or individualized instruction from professional personnel. Appendixes cover methodology,

definitions of terms used in the questionnaire, and sampling reliability and tables. (MC)

ED 079 898

EC 052 309

The Easter Seal Directory of Resident Camps for Persons with Special Health Needs.

National Easter Seal Society for Crippled Children and Adults, Chicago, Ill.

Pub Date 73

Note—80p.; Eighth Edition

Available from—The National Easter Seal Society for Crippled Children and Adults, 2023 West Ogden Avenue, Chicago, Illinois 60612 (Stock No. E-41 \$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Camping, *Directories, *Exceptional Child Services, *Handicapped Children, *Outdoor Education

The directory describes approximately 260 resident camps in 44 states and Canada for children and adults with physical, mental, social, and/or emotional handicaps which have been compiled by the National Easter Seal Society for Crippled Children and Adults. Organized alphabetically by state, each camp listing includes information on impairments accommodated, name and location, age range served, number of sessions, capacity per session, fees, camperships available, other details of interest, and sponsor's name and address. Also included are an index which lists camps by disability groups served, and an index which lists camps alphabetically. (MC)

ED 079 899

EC 052 313

Blake, Ruth And Others

Trainable Mentally Retarded: An Approach to Program Development.

West Central Joint Services for Handicapped, Indianapolis, Ind.

Pub Date [72]

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Agencies, Diagnostic Tests, *Exceptional Child Education, *Guidelines, Instructional Materials, Instructional Materials Centers, Mentally Handicapped, Organizations (Groups), *Program Development, State Standards, *Trainable Mentally Handicapped

Identifiers—*Indiana

The program development guide for teachers of trainable mentally retarded (TMR) children and adolescents, 5- to 21-years-old, includes Indiana State guidelines, information on the TMR population, suggestions for instructional programs, evaluation tools, and informational sources. Specified by guidelines are TMR children's right to instruction, eligibility, and such requirements pertaining to program planning as grouping arrangement, class size, or use of paraprofessionals. Defined are mental retardation and the subcategory of the TMR, and briefly described are developmental characteristics of TMR persons. Included for instructional program development are objectives, and discussions on perceptual development, evaluation selection procedures, precision teaching curriculum planning, and such specific instructional areas as music, art, language, and cognitive, and motor development. Approximately 19 evaluative tools, such as checklists, scales, and tests, are described (sources are given). Listed are sources for books on language disorders, equipment and supplies, and records; and given are locations of five instructional materials centers in Indiana; national and state agencies and associations; and periodicals. Additionally supplied is a list of activity curriculum guides (addresses included). (MC)

ED 079 900

EC 052 314

Blake, Ruth And Others

Physical-Multiple Handicapped: An Approach to Program Development.

West Central Joint Services for Handicapped, Indianapolis, Ind.

Pub Date [72]

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Programs, Environmental Influences, *Exceptional Child Education, Guidelines, *Multiply Handicapped, *Physically Handicapped, *Program Development, Resource Guides, State Standards

Identifiers—*Indiana

Presented are Indiana state guidelines for the development of programs to serve physically and multiply handicapped students. Given are definitions and eligibility requirements for special class

placement. Characteristics and classifications of cerebral palsy, cardiac disorders, and convulsive disorders are described. A glossary of 27 terms such as seizure and reflex is offered. Questions are offered to aid in the establishment of program objectives. Discussed are the following educational aspects: behavior disorders (such as distractibility and perseveration), self care, communications, writing, intellectual functioning, and classroom management. Considered in a section on the environmental learning center is room design, furniture, blackboards, acetate boards, wheelchairs, and braces. A resource guide lists approximately 35 books or sources of further information. Also listed are names and addresses of 15 Indiana agencies serving the handicapped. State guidelines and the educational implications for the multiply handicapped child are briefly noted. (DB)

ED 079 901

EC 052 315

Blake, Ruth And Others

Emotionally Disturbed: An Approach to Program Development.

West Central Joint Services for Handicapped, Indianapolis, Ind.

Pub Date [72]

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Class Activities, Curriculum, *Emotionally Disturbed, Environmental Influences, *Exceptional Child Education, *Guidelines, Identification, Learning Disabilities, *Program Development, Resource Guides, State Standards

Identifiers—*Indiana

Presented are guidelines for the development of programs to serve emotionally disturbed students in Indiana. The official guidelines define the educationally handicapped and give organizational information. Stressed is the importance of understanding the disturbed child's behavior for effective teaching. Offered to help in the identification of emotionally disturbed children are a check list, a sentence completion form, multiple choice sentence completions, self-concept scales, and guides to systematic observation and recording of behavior. Discussed is the basic concept of emotional disturbance and the role of the crisis teacher with disturbed children. Recommended for the physical environment is a structured situation with minimal distraction. Suggestions are offered for beginning the day such as writing on the blackboard or working on scrapbooks. Seven curriculum types are compared in chart form in terms of goals, teacher's role, classroom orientation, structure, and available data. A resource guide lists approximately 30 sources of information, three state sources of information, five sources from which materials may be borrowed, and 10 general state resources. A bibliography lists approximately 75 readings on emotional disturbance. (DB)

ED 079 902

EC 052 316

Blake, Ruth And Others

Hard of Hearing: An Approach to Program Development.

West Central Joint Services for Handicapped, Indianapolis, Ind.

Pub Date [72]

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aurally Handicapped, Curriculum, Educational Needs, *Exceptional Child Education, Guidelines, *Hard of Hearing, Instructional Materials, Linguistics, *Program Development, *Resource Guides, State Standards

Identifiers—*Indiana

Presented are guidelines for the development of programs serving hard of hearing students in Indiana. The guidelines give official criteria of eligibility and organizational information. Stressed is the need of the aurally handicapped student to learn language skills whether in the integrated setting or the special class setting. A chart describes the relationship of degree of impairment (in decibel loss) to educational needs in terms of effects on the understanding of language and speech. Considered under incidence of hearing impairment are common characteristics (in the form of a checklist) and classroom facilities. Listed are suitable furniture and equipment such as an autoharp and a language master. Encouraged is the use of auditory and visual aids in a curriculum which stresses language. Fourteen

language measurements are listed as are 42 materials for language education and therapy, seven approaches to lipreading, 18 aids for auditory training, and 13 materials to aid speech instruction. Also listed are 17 readings useful for parent education, and seven relevant periodicals. An article on a linguistic approach to language development of hearing impaired children offers principles of teaching techniques such as getting the child tuned in to the communication act and using repetition and variety in all language situations. (DB)

ED 079 903 EC 052 317

Blake, Ruth. *And Others*

Visually Handicapped: An Approach to Program Development.

West Central Joint Services for Handicapped, Indianapolis, Ind.

Pub Date [72]

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum, Elementary School Students, *Exceptional Child Education, Guidelines, Instructional Materials, *Large Type Materials, *Partially Sighted, *Program Development, *Resource Guides, Visual Learning, Visually Handicapped

Presented are guidelines for the development of elementary school programs to serve visually handicapped students in Indiana. The partially sighted child is defined and common behavioral characteristics are listed. Recommended are adequate physical facilities, the use of low vision aids, and stressed is the importance of near vision for educational achievement. Outlined are five visual skills related to academic skills such as eye movement skill and eye teaming skill. Offered are questions to aid in the selection of suitable instructional materials. Stressed for curriculum planning is that sight utilization does not damage the eyes. Large type books for language arts and basic reading are listed with prices. Mathematics materials and texts are listed for primary and upper elementary levels. Also noted are suitable materials for history, social studies, and geography. Listed are high interest and low vocabulary textbooks for slow learners and/or educationally retarded in social studies, history, science, and philosophy and psychology. Typing instruction is recommended. Other subjects briefly covered are industrial arts, home economics, art, foreign languages, music, and physical education. Instructions for borrowing large print texts are included as are a textbook and educational material request form, a list of suggested sources of equipment, a bibliography, a listing of national organizations, and a glossary of terms relating to the eye. (DB)

ED 079 904 EC 052 318

A Developmental Language Program.

Los Angeles City Schools, Calif. Div. of Special Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 72

Grant—OEG-9-9-147201-0062

Note—469p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Curriculum Guides, *Exceptional Child Education, Handicapped Children, *Instructional Materials, Language Arts, *Language Development, *Sequential Learning, Testing

Identifiers—California, Los Angeles

Presented is the complete developmental language program of the special education division for the Los Angeles unified school district including a listing of language sequences, a manual of information, informal assessment inventories, recording forms, and a guide to instructional materials. The language sequences are instructional objectives arranged by 19 levels from birth to 10 years to aid in the individualization of instruction and are divided into the four language aspects of phonology, morphology, syntax, and semantics. The manual describes the program (including validation information), gives procedures for using the program (such as pupil assessment), offers a glossary of technical terms, and presents sample record keeping forms. An instructional materials information list provides information on instructional materials and activities in terms of language aspect, level, type, title, source, author, and local availability. The major portion of the document consists of detailed informal inventory

activities at 19 levels of the four language strands. (DB)

ED 079 905 EC 052 319

Hoyt, Kenneth B. *Hebeler, Jean R.*

Career Education for Gifted and Talented Students.

Maryland Univ., College Park.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Grant—OEG-0-72-4843

Note—273p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Career Education, *Curriculum Development, Educational Needs, *Exceptional Child Education, *Gifted, Identification, Program Descriptions, *Talented Students, Values, Work Attitudes

Presented are 11 invited papers on career education for gifted and talented students. An introduction to career education and to the gifted and talented is provided in two papers, of which one paper is on current status and approaches in career education, and the other is on current status and approaches to the gifted and talented. Considered in three basic background papers are the future of work, identification and characteristics of gifted and talented students, and career development problems of gifted and talented students. Discussed in the next two papers are value considerations in career education for gifted and talented students. Exemplary programs in career education for the gifted and talented are described in the next chapter. The final section examines implications for curriculum guidelines in career education for gifted and talented students in three papers on the following topics: policy considerations, additional viewpoints on policy considerations, and curricular considerations. (DB)

ED 079 906 EC 052 320

Jones, Lloyd

Multihandicapped Blind. Final Project Report.

Garden Grove Unified School District, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento.

Pub Date 30 Jun 72

Note—134p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Case Studies (Education), Educational Objectives, *Elementary School Students, *Exceptional Child Education, Inservice Teacher Education, *Multiply Handicapped, Parent Attitudes, *Program Descriptions, School Districts, *Special Classes, Visually Handicapped

Identifiers—California, Elementary Secondary Education Act Title III, ESEA Title III, Garder Grove

The final report of the Garden Grove unified school district project for 1969 through 1972 (funded through Title III) involving six multiply handicapped, legally blind children, 7- to 10-years-old, who were previously excluded from special education (SE) classes is presented. Described as the main procedural objective is development of a self-contained classroom situation with low pupil-teacher ratio in a public school for children whose handicaps limit integration. Other objectives cited involve individual programs in physical education and mobility instruction, parental attitudinal changes toward their children's handicaps, teacher training and observation programs, and regular historical background, program scope, personnel, activities or services (in such areas as instructional materials used, budgetary considerations (average pupil cost is listed as \$1,453 for the 3 year period), and parent involvement (four teacher conferences yearly, and parent meetings). Suggested are steps for adapting a program for multihandicapped children. Given for each child are case histories, (with reports from the nurse, speech therapist, teacher, and psychologist) evaluation data concerning improvements, test results, and parent attitude assessment. Reported also are student volunteer activities and evaluations. The project is said to have met all objectives and will be locally funded the next year. (MC)

ED 079 907 EC 052 321

Moore, Donald F.

Education of the Deaf in the United States. Occasional Paper #2.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—332189

Pub Date Nov 70

Grant—OEG-09-332189-4533(032)

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aural Learning, *Aurally Handicapped, *Communication Problems, *Early Childhood Education, Educational Methods, Educational Programs, Educational Trends, *Exceptional Child Research, Foreign Countries, Incidence, *Language Research, Manual Communication, Oral Communication, Program Effectiveness, Research Needs

Considered in the paper, which originally was prepared for publication by the Moscow Institute of Defectology, are research and methodology related to education of deaf children in the United States. Described are deaf children's communicative problems, and defined are classifications according to varying degrees of deafness. Discussed is incidence of deaf children in preschool, elementary, secondary, and post-secondary programs; and noted are changes in characteristics of children served by classes for the deaf. Examined are results of research on language and deafness, expressive language, and receptive language. Discussed is the oral-manual methods controversy in the light of methods used in countries such as Great Britain, the Soviet Union, and the U.S. (which uses four methods: oral, auditory, Rochester and simultaneous). Research which shows better development of deaf children with deaf parents is reviewed. Considered are two philosophical approaches to preschool programs, and the lack of research on effectiveness of intervention programs for young hearing impaired children. The author attributes recent advances for the aurally handicapped to the medical and technological sectors, and encourages educators in their development of theoretical disciplines, such as psycholinguistics and cognition, and applied disciplines that related to reading and learning disabilities. Included in appendixes are listings of periodicals concerned with deafness and of major organizations in the U.S. which serve the deaf. (MC)

ED 079 908 EC 052 322

Rynders, John

Two Basic Considerations in Utilizing Mothers as Tutors of Their Very Young Retarded or Potentially Retarded Children. Occasional Paper #12.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—332189

Pub Date Jan 73

Grant—OEG-09-332189-4533(032)

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development, *Early Childhood Education, *Exceptional Child Research, Infants, Mentally Handicapped, *Mongolism, Mother Attitudes, *Mothers, Research Reviews (Publications), *Tutoring

The paper reviews studies showing positive and negative effects of maternal tutoring on retarded and potentially retarded infants and children. Results of one of the studies reviewed, on the effects of mother-child interaction on exploratory behavior of Down's syndrome infants (1 1/2 to 3 years of age), indicate that normal and retarded children spend more time exploring objects when the mother is interactive than when she is neutral. Results of a Project EDGE study reveal that Down's syndrome children, 2 1/2-years-old, previously tutored for 18 months, could identify more curriculum and noncurriculum objects than nontutored mongoloid children. A conclusion based on the research reviewed suggests that maternal tutoring is effective in promoting receptive language development and exploratory behavior. Negative effects considered are mother discomfort in the tutoring role and overzealousness or overstimulation, which may be deleterious to intellectual development. Cited are studies to show that quiet, intimate mother-child interactions relate positively and consistently to the child's intellectual development, that use of a

training hierarchy permits a child to assert his own problem solving ability, and that arrangement of appropriate tasks and materials maximizes the child's chance for mastery. (MC)

ED 079 909 EC 052 323

Siegel, Gerald M.

Three Approaches to Speech Retardation. Occasional Paper #8.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—332189

Pub Date May 71

Grant—OEG-09-332189-4533(032)

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exceptional Child Research, Interpersonal Relationship, Learning Theories, *Psycholinguistics, Research Reviews (Publications), *Research Utilization, *Speech Handicapped, Speech Pathology, *Speech Therapy. Three current research areas (learning theory, interpersonal approach, and psycholinguistics) related to delayed speech in children are significant for speech pathologists. Learning theory classifies stimulus events that cause a child to develop a body of verbal behavior and suggests ways of organizing therapy. The interpersonal approach emphasizes speaker-listener interaction and indicates methods for modeling communication disorders. Psycholinguistics is promising for the identification of behavioral units in both learning theory and the interpersonal approach. Greater understanding of children's delayed language problems may be obtained through attention to the intersecting points of the three approaches, as linguistics can identify what is or is not learned, learning theory emphasizes how learning occurs, and interpersonal orientation encompasses the learning situation. (MC)

ED 079 910 EC 052 324

Riegel, R. Hunt Taylor, Arthur M.

Strategies in the Classroom: A Summer Remedial Program for Young Handicapped Children. Occasional Paper #14.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—332189

Pub Date Mar 73

Grant—OEG-09-332189-4533(032)

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Arithmetic, Childhood, *Educable Mentally Handicapped, *Exceptional Child Education, *Inservice Teacher Education, Learning Processes, Mentally Handicapped, *Program Descriptions, Reading, Remedial Instruction, Summer Programs, Testing, *Underachievers, Vocabulary. Identifiers—St. Paul, Minnesota, Title I.

Reported are development, implementation and results of a 6 week summer training program in 1972 (funded through Title I) for 120 underachieving educable mentally handicapped children, 6 to 13 years of age, in St. Paul, Minnesota. Emphasized are learning processes and learning strategies in the daily instructional skills related to reading, arithmetic, functional vocabulary acquisition, and strategy training. Inservice training is reported as continuous, with instruction in the classroom led by five previously trained teachers. Described are instructional objectives, specific instructional approaches, and evaluation procedures (such as Stanford Achievement Tests, staff developed tests, and the Peabody Picture Vocabulary Test). Reported are results which show that children who completed 5 of 6 weeks achieved a gain of 1.57 months in reading, 1.98 months in arithmetic, and 4 months in vocabulary. Findings also describe most of the children as able to discover meaningful relations between categorically presented materials and a significant increase in percentage of children who used their grouping skills with good use of memory (mnemonic effect). The discussion centers on fallout from the program, such as procedures for integrating a processing approach to learning with curricular materials, effects of training children to generate stories and/or pictures for associating noncategorized stimuli, and new approaches to

research and development. Touched upon briefly are such program limitations as insufficient time for teacher observational feedback. (MC)

ED 079 911 EC 052 325

Moore, Donald F.

Early Childhood Special Education for the Hearing Handicapped. Occasional Paper #13.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—332189

Pub Date Feb 73

Grant—OEG-09-332189-4533(032)

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aural Learning, *Aurally Handicapped, *Communication Problems, Comparative Education, *Early Childhood Education, *Educational Needs, *Exceptional Child Research, Family Influence, Foreign Countries, Learning Processes, Manual Communication, Oral Communication, Research Reviews (Publications).

Identifiers—Soviet Union.

The author reviews studies and programs in consideration of problems and issues professionals face in the early education of aurally handicapped children. Language handicaps as an obstacle to development of the child's academic, intellectual, and social potential are examined; as is parental need for supportive guidance. Discussed are studies which show effectiveness of oral and neo-oral (Rochester) communications methods in preschool programs in the U.S. and the Soviet Union. Investigations are reviewed which show that deaf children of deaf parents achieve greater academic success than deaf children of hearing parents, although the point is made that use of manual communication in preschool programs might not produce similar success. Discussed in relation to the issue of early intervention are preschool programs emphasizing either socialization or cognitive development. Unimodal and bimodal stimulation are considered, and questioned is the optimum stimulation to be prescribed for a newly diagnosed hearing handicapped child. Cited are medical advances (such as near elimination of children's post-lingual hearing loss), and technological advances (improved hearing aids and audiovisual materials); and education's failure to produce new contributions. It is thought that the oral/manual controversy might be eliminated by applying the concept of individualized needs and instruction. (MC)

ED 079 912 EC 052 326

Moore, Donald F.

Communication -- Some Unanswered Questions and Some Unquestioned Answers. Occasional Paper #10.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—332189

Pub Date Jul 72

Grant—OEG-09-332189-4533(032)

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aurally Handicapped, *Deaf, *Exceptional Child Education, Inservice Teacher Education, *Language Development, *Manual Communication, Parent Education, Parents, *Sign Language, Team Teaching.

Presented are issues, background information, and a definition pertaining to manual communication, and explored are aspects of language development in aurally handicapped children. Proposed is a functional definition of American Sign Language, with High(H) (a system that accommodates itself to English, such as manual English) and Low (L) (a system possessing its own rules, such as Native Sign Language) variants. Discussed in relation to communications systems for the deaf are Bernstein's concepts of sociolinguistic codes and classes. Contrasted with language development in deaf children of deaf parents is language development in deaf children of hearing parents, and suggested for children of deaf parents is the learning of a dialect of American Sign Language as a first language, and, later, the learning of a more formal American dialect

as a second language. Examined are problems of teachers and parents in developing sign language proficiency, and recommended are such alternatives as a home training program for deaf infants and parents, managed by an education specialist and taught by deaf adults, teacher training by deaf adults, or classroom instruction involving team teaching with a deaf teacher, a hearing teacher, and a speech therapist. Briefly discussed are benefits and practical limitations of research as an agent of change. (MC)

ED 079 913 EC 052 341

Accountability Study of the Program for Trainable Mentally Retarded Children and Youth. Accountability Model.

Duval County Schools, Jacksonville, Fla.

Pub Date May 73

Note—31p.; Prepared by Institute for Development of Educational Auditing, Arlington, Va.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Conceptual Schemes, Curriculum Development, Diagnostic Teaching, *Educational Accountability, Educational Programs, *Exceptional Child Education, Mentally Handicapped, *Models, *Program Descriptions, *Trainable Mentally Handicapped. Identifiers—Duval County, Florida, Title VI.

Reported in summary form is an accountability model developed in Duval County, Florida (funded through Title VI) for planning, developing, and operating an educational program for trainable mentally handicapped children. Background information consists in such aspects of accountability as systematic planning, assessing, and refining educational programs based on goals for the students; and a description of the project. The model is described as having two program phases: planning and development involves establishment of program goals, with participation of the lay community and professional educators; and specification of behavioral objectives includes three competency areas (social, academic, and occupational). One aspect of program operation is described as preliminary assessment of students' behavior in competency areas, which are subdivided into components (such as math), clusters (such as money concepts) and modules (with prescribed requirements for each cluster). The other aspect of program operation is described as formal assessment of students' behavior which is based on prior assessment and interim performance, and requires teacher selection of instructional approaches, implementation of strategies, and strategy evaluation. Presented are implementation strategies for planning, developing, and operating a program using the model; and operational suggestions (such as soliciting parental and community concerns, and the need for inservice teacher training). Provided in appendixes are behavioral objectives and their subsets, and assessment forms. (MC)

ED 079 914 EC 052 342

Langley, Jan And Others

The Effects of Task Screening and Scoring Objectively on Retardate Conservation Performance.

Texas Univ., Austin. Special Education Instructional Materials Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 70

Grant—OEG-4-6-062267-1551(607)

Note—14p.; Working Paper No. 7

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adolescents, Childhood, *Cognitive Development, Concept Formation, *Conservation (Concept), *Educable Mentally Handicapped, *Exceptional Child Research, Mentally Handicapped, *Testing.

Studied were 48 retarded children, 9- to 18-years-old, (mental age 4 to 8 years) to determine effects of task screening and objectivity of protocol scoring on achievement of the concept of conservation. Results indicated no significant differences in achievement of conservation as a function of either experimental variable. Also data indicated that the percent of Ss showing conservation was significantly lower than predictions made in Greenfield's work (1966). The investigation does not provide support for the hypothesis that mentally retarded children develop the ability to conserve mass to the same degree as normal children. (MC)

ED 079 915

EC 052 343

Altman, Reuben. And Others

Acquisition of Instructional Material Information as a Function of Manual Design and Material Complexity.

Texas Univ., Austin. Special Education Instructional Materials Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 70

Grant—OEG-4-6-062267-1551(607)

Note—11p.; Working Paper No. 4

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Exceptional Child Research, Handicapped Children, *Instructional Materials, Material Development, *Teacher Education, *Teaching Guides

The study, with 52 preservice special education teachers, focused on effects of two types of teacher manual design and two levels of material complexity on comprehension of instructional materials utilization. Two materials were selected from an instructional materials collection for less complex material and for more complex material, respectively. Professionally prepared teacher manuals for the materials were redesigned resulting in two versions of each, so that one version was illustrated, and incorporated such features as double spacing, indented paragraphs, and discrete sections, whereas the other was unillustrated, single spaced and had no indentations. The 52 teachers, in two groups, examined the materials and the two versions of the teacher manuals, and completed a comprehension questionnaire containing 16 and 18 items, respectively. Results indicated that superficial teacher guide characteristics aimed at enhancing readability were not a factor in conveying information to the users, and that the structural characteristic of complexity influenced the teachers' comprehension, as they achieved higher comprehension scores for the complex material. One conclusion drawn is that research on generic characteristics of instructional materials should be considered in conjunction with the more commonly conducted materials' evaluation studies. (For related material, see EC 052 344). (MC)

ED 079 916

EC 052 344

Drew, Clifford J. And Others

Evaluation of Instructional Materials as a Function of Material Complexity and Teacher Manual Format.

Texas Univ., Austin. Special Education Instructional Materials Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 71

Grant—OEG-4-6-062267-1551(607)

Note—10p.; Working Paper No. 10

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Evaluation, *Exceptional Child Research, Handicapped Children, *Instructional Materials, Material Development, *Teacher Education, *Teaching Guides

In a study to evaluate instructional material as a function of teacher manual format and material complexity, 52 preservice special education teachers, 19 to 24 years of age, positively rated simple material when it was accompanied by an illustrated poorly organized manual. Inclusion of a well organized, illustrated manual eliminated differences as a function of complexity. The findings may reflect inexperience of the subject population in evaluating materials. Experienced teachers might be expected to make more critical judgments according to demands of the teaching situation. (For related materials, please see EC 052 343). (Author/MC)

ED 079 917

EC 052 347

Donahue, Michael J. And Others

Behavioral Development Profile. Manual I. Parent/Child Home Stimulation 'The Marshalltown Project'.

Marshall-Poweshiek Joint County School System, Marshalltown, Iowa. Dept. of Special Education.

Spons Agency—Iowa State Dept. of Public Instruction, Des Moines.; Office of Education (DHEW), Washington, D.C.

Pub Date [73]

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, Check Lists, *Child Development, Diagnostic Teaching, Disadvantaged Youth, *Early Child-

hood Education, *Exceptional Child Education, Handicapped Children, *Home Instruction, Infancy, Language Development, Motor Development, Social Development

Identifiers—Iowa, Marshalltown

Described is the Marshalltown Behavioral Development Profile, developed for handicapped and culturally deprived children in the 0-6 year range, and designed to facilitate individualized prescriptive teaching of preschool children within the home setting. The profile check list is arranged under three categories of behavior: communication, motor, and social. Behavioral items are further grouped into age categories (1 month categories until 1 year, 3 month categories until 3 years, 6 month categories until 4 years, and 12 month categories until 6 years). The following are examples of profile communication items: watches speaker's eyes and mouth (2-3 months), combines words into simple sentences (21-24 months), and knows all basic colors (60-72 months). Motor skills are assessed by items such as grasps object placed in hand (3-4 months), walks alone (12-15 months), and alternates feet going upstairs (30-36 months). Social behaviors evaluated include waving bye-bye (7-8 months), indicating toilet needs (15-18 months), and answering phone (36-48 months). A score sheet is provided. The profile items are numerically matched to behavioral objectives and strategies found in behavioral prescription guides for the three areas. (See EC 052 348 through EC 052 350 for the guides). (DB)

ED 079 918

EC 052 348

Roecker, Vicky L. And Others

Behavioral Prescription Guide. Manual II: Communication. Parent/Child Home Stimulation 'The Marshalltown Project'.

Marshall-Poweshiek Joint County School System, Marshalltown, Iowa. Dept. of Special Education.

Spons Agency—Iowa State Dept. of Public Instruction, Des Moines.; Office of Education (DHEW), Washington, D.C.

Pub Date [73]

Note—176p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Behavioral Objectives, *Communication Skills, Diagnostic Teaching, Disadvantaged Youth, *Early Childhood Education, *Exceptional Child Education, Handicapped Children, Home Instruction, Infancy, *Language Development, Parent Role

Identifiers—Iowa, Marshalltown

Presented is the Marshalltown Behavioral Prescription Guide for communication which consists of incremental behavioral objectives and strategies to aid parents in the prescriptive teaching of preschool handicapped and culturally deprived infants and children. The guide is intended for use prior to a weekly home visit resulting in a weekly prescription left in the home. Parents are said to go through a 6 hour orientation course to allow them to introduce the management procedures and chart the progress of the child with the long range goal of helping them use the program materials directly. Each of the 93 profile items are presented individually in terms of profile number, behavioral definition, cue/s, measurement criteria, materials needed, and behavioral objectives and strategies. Sample prescription forms are also included. The following are examples of profile items: produces vowel sounds, responds to "no" by stopping activity, consistent use of three or more words, combines words into simple sentences, uses own name in reference to self, matches colors, carries out four individual commands using prepositions, recites the numbers to thirty, prints name, and identifies preceding and following day for specified day of week. (For related information see EC 052 347, EC 052 349, and EC 052 350). (DB)

ED 079 919

EC 052 349

Keiser, Arlene F. And Others

Behavioral Prescription Guide. Manual IIb: Motor. Parent/Child Home Stimulation 'The Marshalltown Project'.

Marshall-Poweshiek Joint County School System, Marshalltown, Iowa. Dept. of Special Education.

Spons Agency—Iowa State Dept. of Public Instruction, Des Moines.; Office of Education (DHEW), Washington, D.C.

Pub Date [73]

Note—244p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Behavioral Objectives, Diagnostic Teaching, Disadvantaged Youth, *Early Childhood Education, *Exceptional Child Education, Handicapped Children, Infancy, *Motor Development, Parent Role, *Physical Activities

Identifiers—Iowa, Marshalltown

Presented is the Marshalltown Behavioral Prescription Guide for motor development which consists of incremental behavioral objectives and strategies to aid parents in the prescriptive teaching of handicapped and culturally deprived infants and preschool children. The guide is intended for use prior to a weekly home visit resulting in a weekly prescription left in the home. The program is described as involving a 6 hour orientation course for parents to allow them to introduce the management procedures and chart the child's progress. It is hoped that parents will eventually be able to use the program materials directly. Each of the 117 profile items are presented individually in terms of profile number, behavioral definition, cue/s, measurement criteria, materials needed, and behavioral objectives and strategies. Sample prescription forms are also included. The following are examples of profile items: holds head erect and steady, sits without support, stands holding on, stands alone, inserts object in hole, walks backwards, scribbles imitatively, copies drawing of cross, ties knot, and roller skates. (For related information see EC 052 347, EC 052 348, and EC 052 350). (DB)

ED 079 920

EC 052 350

Smith, Linda I. And Others

Behavioral Prescription Guide. Manual Iic: Social. Parent/Child Home Stimulation 'The Marshalltown Project'.

Marshall-Poweshiek Joint County School System, Marshalltown, Iowa. Dept. of Special Education.

Spons Agency—Iowa State Dept. of Public Instruction, Des Moines.; Office of Education (DHEW), Washington, D.C.

Pub Date [73]

Note—203p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Behavioral Objectives, *Diagnostic Teaching, Disadvantaged Youth, *Early Childhood Education, *Exceptional Child Education, Handicapped Children, Home Instruction, Infancy, Parent Role, *Social Development

Identifiers—Iowa, Marshalltown

Presented is the Marshalltown Behavioral Prescription Guide for social development which consists of incremental behavioral objectives and strategies to aid parents in the prescriptive teaching of handicapped and culturally deprived infants and preschool children. The guide is intended for use prior to a weekly home visit, which results in a weekly prescription left with the parents. The program is described as involving a 6 hour orientation course and monthly meetings for parents to allow them to introduce the management procedures and chart the child's progress. It is hoped that parents will eventually be able to use the program materials directly. Each of the 117 profile items are presented individually in terms of profile number, behavioral definition, cue/s, measurement criteria, materials needed, and behavioral objectives and strategies. Sample prescription forms are also included. The following are examples of profile items: smiles and vocalizes to mirror, gives kisses, carries or hugs doll, uses spoon appropriately, separates from mother readily, takes turns, feeds self, apologizes, relates dreams, and demonstrates dialing of own phone number. (For related information see EC 052 347 through EC 052 349). (DB)

ED 079 921

EC 052 351

Donahue, Michael J. And Others

Home Stimulation of Handicapped Children: Parent Guide. Parent/Child Home Stimulation.

Marshall-Poweshiek Joint County School System, Marshalltown, Iowa. Dept. of Special Education.

Spons Agency—Iowa State Dept. of Public Instruction, Des Moines.; Office of Education (DHEW), Washington, D.C.

Pub Date [73]

Note—356p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Behavior Change, Creative Expression, Discipline, *Early Childhood Education, *Exceptional Child Education, *Handicapped Children, *Home Instruction, Language Development, Operant Conditioning, *Parent Education, Parent Role, Perceptual Motor Learning, Self Concept, Toys

Identifiers—Iowa, Marshalltown

The guide is for a 12 week parent education course on the mental stimulation of young handicapped children. Major objectives of the course are helping the child feel positively about himself and helping the child develop his intellectual abilities. Material reinforcements are offered parents who meet criteria for attendance, assignments, and learning episode evaluations. Major topics considered at the weekly meetings are the responsive program, toys as learning tools, creativity, self concept, discipline, behavior modification, language development, and sensory motor development. The following games are taken home and used with the children: sound cans, color lotto, number puzzle, feely bag, shape-o-ball, flannel board, pegs and pegboard, wooden table blocks, stacking squares, and spinner game. Color coded by sessions, sections usually include assignment sheets, an introductory discussion, recommended materials, suggested activities, and games to play with the toy to be taken home that week. (For a related document see EC 052 352). (DB)

ED 079 922 EC 052 352

Donahue, Michael J. And Others

Home Stimulation of Handicapped Children: Professional Guide. Parent/Child Home Stimulation.

Marshall-Poweshiek Joint County School System, Marshalltown, Iowa. Dept. of Special Education.

Spons Agency—Iowa State Dept. of Public Instruction, Des Moines; Office of Education (DHEW), Washington, D.C.

Pub Date [73]

Note—146p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Behavior Change, Creative Expression, Discipline, *Early Childhood Education, *Exceptional Child Education, Handicapped Children, *Home Instruction, Language Development, *Parent Education, Parent Role, Perceptual Motor Learning, Self Concept, *Teaching Guides, Toys

Identifiers—Iowa, Marshalltown

The professional guide to a parent education course on the mental stimulation of handicapped young children is organized by the topics of the 12 sessions: orientation, responsive program, toys as learning tools, creativity, self concept, discipline, behavior modification I and II, language, sensory motor development I and II, and open session. Included for most of the sessions is an overview in terms of goals, objectives, and activities; a discussion guide; scripts of any audiovisual presentations; and any necessary forms. The program is described as including parent/child home toy sessions, and a preschool playroom as well as the parent classes. (For related information see EC 052 351). (DB)

EM

ED 079 923 EM 010 246

The Omron Express!

OMRON, Mountain View, Calif.

Pub Date 72

Note—30p.

Available from—Omron, 440 East Middlefield Road, Mountain View, California 94040 (\$0.50, special price for quantity orders)

Document Not Available from EDRS.

Descriptors—*Calculation, *Electronic Equipment, *Elementary School Mathematics, Elementary School Students, *Mathematical Applications, *Mathematics, Mathematics Instruction

The Omron Company produced a 30 page comic book designed to introduce children of elementary school age to electronic calculators in general and to teach them how to operate its Omron calculator. The book provides sample diagrams of and operating instructions for the machine and illustrates through the activities of its major characters the mathematical operations of addition, subtraction, multiplication and division. Number problems and puzzles are offered with provision made in workbook fashion for allowing the reader to check his understanding of the text by figuring out solutions to sample problems. Examples involving the calculator in the solution of non-school numerical problems are used to convey the message that both mathe-

matics and calculators are of general practical significance. (PB)

ED 079 924 EM 011 028

Artel, Linda J., Ed. Weaver, Kathleen, Ed.

Film Programmer's Guide to 16mm Rentals.

Pub Date 72

Note—168p.

Available from—Reel Research, P. O. Box 6037, Albany, California 94706 (\$7.50 for institutions; \$5.50 for individuals)

Document Not Available from EDRS.

Descriptors—*Catalogs, *Documentaries, *Films, Foreign Language Films

The guide is geared to reflect the expanding interest in the history of cinema, in underground and experimental films, in social and political documentaries as well as more conventional Hollywood and foreign classics. It lists over 8,000 16mm films selected from 50 United States distributors. A title directory contains information concerning the film's date, director, rental price, and running time; a guide to early cinema (1890-1915) presents cross-referenced listings whose titles are not widely known; a list of selected documentaries are presented with brief content annotations; newsreels are listed separately by title; and a directors index cross-references directors and films so that the programmer may locate films better known by director than title. Distributors' codes and distributors' rental information. (Author/SH)

ED 079 925 EM 011 068

Taubman, Joseph

Performing Arts Management and Law. Volume I and Volume II.

Pub Date 72

Note—2,125p.; Volume I and Volume II

Available from—Law-Arts Publishers, Inc., 453 Greenwich Street, New York, N. Y. 10013 (\$125.00 4 vols)

Document Not Available from EDRS.

Descriptors—Broadcast Industry, *Copyrights, Federal Laws, *Laws, *Management, Mass Media, Publishing Industry, Radio, Reprography, Technological Advancement, Television, Textbooks, *Theater Arts

Performing arts management and law are reviewed in detail in these volumes. Special attention is paid to the issue of copyright, both the current law and proposed changes, in the light of technological changes in the media used by the arts. Volume I describes the scope covered by this work, and discusses the market place, copyright, and contract. Volume II discusses torts and crimes, and contains appendixes, bibliography, table of cases, and subject index. (Author/RH)

ED 079 926 EM 011 093

Herman, Deldee M., Ed. Ratliffe, Sharon A., Ed.

Radio, Television, and Film in the Secondary School.

Michigan Speech Association.

Report No—MSA-CC-8

Pub Date 72

Note—123p.; MSA Curriculum Guide Eight

Available from—National Textbook Company, 8259 Niles Center Road, Skokie, Illinois 60076 (\$2.40)

Document Not Available from EDRS.

Descriptors—*Communications, Course Content, Course Descriptions, Curriculum Guides, Film Production, *Film Study, Learning Experience, Production Techniques, *Radio, *Television, Textbooks, *Visual Literacy

The team who constructed this curriculum guide believed that a need exists for a flexible outline to be used in an introductory high school course in radio, television, and film. It has been structured to enable teachers to present a meaningful unit or series of units, and includes suggestions for utilizing these media of communication. The guide provides basic information in specific areas, with learning experiences and bibliographies for each so that students can be exposed to the equipment and the many roles of the medium. The specific units presented in the guide include media analysis; history of radio, television and film; equipment; physical plant; materials; radio production; television production; and film production. Appended are a glossary of terms, a discussion of carrier current, a list of radio and television hand signals, information about low power FM radio, provisions from the Code of the National Association of Broadcasters, instructions for preparing a program for

airing, program sources, and running times and film lengths. (Author/SH)

ED 079 927 EM 011 097

University of California Extension Media Center;

Films 1973-74.

California Univ., Berkeley. Media Extension Center.

Report No—XT17/623

Pub Date 7 May 73

Note—270p.

Available from—University of California Extension Media Center, Berkeley, California 94720

Document Not Available from EDRS.

Descriptors—Anthropology, Art, Catalogs, Ecology, Education, Ethnic Studies, Film Libraries, *Films, Film Study, *Guides, Instructional Films, Social Studies, Womens Studies

The second edition of the Extension Media Center (EMC) bulletin contains concise information about EMC films in areas such as anthropology, arts and sciences, documentaries, drug abuse education, ecology, education, ethnic studies, film education, futures studies, social studies, and women. Films are listed alphabetically by title, with EMC staff members' content descriptions, dates, length of film, price for rental or sale, whether or not the film is in color, and the EMC number. An index category outline contains categories, subcategories, and divisions used in indexing the films, and a reference guide to index categories provides a convenient method of locating the category under which films on a given subject are listed. In addition, a classified film title index and a national distributors list are included. (Author/SH)

ED 079 928 EM 011 113

Emery, Edwin And Others

Introduction to Mass Communications. Fourth Edition.

Pub Date May 73

Note—464p.

Available from—Dodd, Mead & Company, Inc., 79 Madison Avenue, New York, N.Y. 10016 (\$6.95)

Document Not Available from EDRS.

Descriptors—Broadcast Industry, College Instruction, Communications, Conflict, *Higher Education, *Journalism, *Mass Media, Modern History, *News Media, Newspapers, Publishing Industry, Radio, Teaching Guides, Television, *Textbooks

An attempt is made in this textbook to give the reader a full description of the mass communication industries, introduce him to all areas of professional work in journalism and communications, and point out for him the importance of the communicator in modern society. Major divisions within the book describe the role of mass communications, the history of the media, current problems and criticisms, and the mass communications industries and professions. (An instructor's manual containing comments on each chapter, suggestions for the books use, and examination questions is also provided.) (Author/RH)

ED 079 929 EM 011 119

Burns, Richard W., Ed. Klingstedt, Joe Lars, Ed.

Competency-Based Education: An Introduction.

Educational Technology Publications, Englewood

Cliffs, N.J.

Pub Date May 73

Note—169p.

Available from—Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632 (\$3.95)

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, Certification, Elementary Education, Instructional Technology, Open Education, *Performance Based Teacher Education, *Performance Contracts, *Performance Criteria, *Performance Specifications, Secondary Education, *Teaching Methods

Competency-based education involves the specification of instructional objectives such that the time spent by each student may vary, but achievement levels are held constant: it is the competency attained which is important. The 19 chapters in this volume present the experiences, views, and predictions of different educators with competency-based education. (RH)

ED 079 930 EM 011 127
Proceedings of the Ontario Universities Computing Conference (4th Toronto, Ontario, Canada, February 21,23, 1973.)

Council of Ontario Universities, Toronto.

Pub Date Feb 73

Note—99p.

Available from—Council of Ontario Universities, 102 Bloor Street West, Toronto 181, Ontario, Canada (\$5.00 Canadian)

Document Not Available from EDRS.

Descriptors—*College Curriculum, *Computer Assisted Instruction, *Computers, *Computer Science, Conference Reports, Educational Change, Financial Problems, *Universities
 Identifiers—Canada, *Ontario

This conference provided an opportunity for those interested in the delivery of computer services to universities to gain a better perspective of computer technology in education, in a context of financial crisis and structural change. The focus was upon five broad areas. The first of these dealt with the role of the computer in a changing university threatened by fiscal problems. A second area of concern centered around the general intellectual and socio-cultural impact of the computer. Another series of papers treated the contributions computers make to specific curricular areas and a fourth dealt with the technical aspects and cost considerations of computers. The final topic covered the need for cooperative ventures in computing, both between disciplines and between universities. (PB)

ED 079 931 EM 011 129

Frost, J. M., Ed.

World Radio and TV Handbook. A Complete Directory of International Radio and Television. Twenty-Seventh Edition. 1973.

Pub Date 73

Note—400p.; Published by World Radio-TV Handbook, Soliljevvej 44, 2650 Hvidovre, Denmark

Available from—Billboard Publications, Inc., 165 West 46th Street, New York, N.Y. 10036 (\$7.49)

Document Not Available from EDRS.

Descriptors—*International Organizations, Programming (Broadcast), *Radio, Radio Technology, Television, *Yearbooks

This handbook provides detailed information about broadcasting and international broadcasting organization. It lists Esperanto programs, English language news programs from foreign countries, religious broadcasting organizations, and gives hints to improve broadcast reception. The main entry section gives a detailed description of radio stations and broadcasting organizations in every country in the world. (RH/JY)

ED 079 932 EM 011 130

Bukalski, Peter J.

Film Research; A Critical Bibliography With Annotations and Essay.

Pub Date 72

Note—215p.; Series Seventy

Available from—G. K. Hall and Company, 70 Lincoln Street, Boston, Massachusetts 02111 (\$12.50)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, Bibliographies, *Films, *Film Study, Research Methodology, Research Problems

The quantity of research into film has grown tremendously in the last 15 years, presenting various viewpoints ranging from a literary to a reality-perception approach. This volume was created to provide a research tool for investigators so that the state of film knowledge could be advanced. An introductory section discusses some aspects of film research and considers problems and future needs. An essential works list follows, offering an annotated bibliography of the literature of the cinema. A list of distributors of rentable films, a list of agencies which sell films, and a list of film periodicals are included. The major portion of the book is a bibliography which gives author, title, publisher, and publication date for hundreds of works about films. The bibliography is divided into 14 categories. (JY/SH)

ED 079 933 EM 011 132

Newsreel. 16MM Documentary Film Catalog

1972-1973.

Newsreel, San Francisco, Calif.

Pub Date 73

Note—48p.

Available from—San Francisco Newsreel, 630 Natoma Street, San Francisco, California 94103

Document Not Available from EDRS.

Descriptors—Activism, *Catalogs, Disadvantaged Groups, Discriminatory Attitudes (Social), *Documentaries, Feminism, *Films, Labor Problems, Military Personnel, *Social Change
 Identifiers—*Third World Peoples

Newsreel, a group of independent filmmaking and distribution organizations around the country, has made over 60 documentaries in conjunction with grass-roots organizers to serve as catalysts for social change. Films are listed under topics such as the student movement, the G.I. movement, women, labor struggles, and third world struggles in the United States and elsewhere. A brief description of the content of each film is provided, as well as its date, running time, and other applicable information. Prices for rental or sale of the films are appended. (SH)

ED 079 934 EM 011 139

Gordon, Malcolm W.

Discovery in Film, Book Two.

Missionary Society of St. Paul the Apostle, N. Y.

Pub Date 73

Note—162p.; See Also Discovery in Film, ED 044 416

Available from—Paulist Press, 400 Sette Drive, Paramus, N.J. 07652 (\$4.95)

Document Not Available from EDRS.

Descriptors—Audiovisual Aids, Audiovisual Communication, Film Production, *Films, *Film Study, Guides, *Resource Guides, *Teaching Guides

Approximately 80 16 millimeter (16mm) short films are reviewed in this introduction and guide which attempts to be comprehensive in touching the major areas and styles of 16mm films now being produced. An attempt is made to describe as carefully as possible the style and content of each film and suggest ways in which the films might be used. Films are grouped under the topic headings communication, freedom, peace, love, and happiness. Appendixes include suggestions for a Super-8 film-making course and a list of film distributors. (RH)

ED 079 935 EM 011 143

Malkiewicz, J. Kris

Cinematography; A Guide for Film Makers and Film Teachers.

Pub Date 12 Mar 73

Note—216p.

Available from—Van Nostrand Reinhold Company, 450 West 33rd Street, New York, N.Y. 10001 (\$12.95, paperback \$6.95)

Document Not Available from EDRS.

Descriptors—*Film Production, *Films, Film Study, Guides, Lighting, Photographic Equipment, *Photography, *Production Techniques, Sound Effects, Sound Tracks, Special Effects

Concentrating on the work of the cinematographer—the man behind the camera or in charge of the shooting—this book also touches on techniques of sound recording, cutting, and production logistics. Technical discussions designed to provide the basic principles and techniques of cinematography are presented about cameras, films and sensitometry, filters and light, lighting, picture quality control, sound recording, cutting and lab work, basics of optical printing, infrared and underwater cinematography, production, and film school organization. A glossary and bibliography are also included. (SH)

ED 079 936 EM 011 145

Enright, B. J.

New Media and the Library in Education.

Pub Date 72

Note—162p.

Available from—Linnet Books, 995 Sherman Avenue, Hamden, Connecticut 06514 (\$7.50)

Document Not Available from EDRS.

Descriptors—*Audiovisual Aids, Audiovisual Centers, *Educational Technology, Instructional Materials Centers, Librarians, Libraries, Library Materials, Library Material Selection, Library Planning, *Library Science, *Technological Advancement

The new non-book media present a challenging problem to libraries already struggling to keep up with conventional media. The new media, their relationship to libraries, and attitudes of librarians towards the new media are reviewed. The case

for library non-involvement and the case for active support of the new media are both examined, followed by some possible effects of the new media on libraries. (RH)

ED 079 937 EM 011 148

Schramm, Wilbur, Ed.

Quality in Instructional Television.

Hawaii Univ., Honolulu. East-West Center.

Pub Date 8 Mar 73

Note—224p.

Available from—The University Press of Hawaii, 535 Ward Avenue, Honolulu, Hawaii 96814 (\$5.00)

Document Not Available from EDRS.

Descriptors—Broadcast Industry, *Children, Educational Television, Effective Teaching, *Instructional Television, *Programming (Broadcast), Teaching Methods, Televised Instruction, *Television Research

Identifiers—Electric Company, Niger, Sesame Street, Sweden

The result of an interdisciplinary conference on the qualities of an effective instructional television program, this book reports the ideas of various participants. Two papers by broadcasters represent the producer's view of ITV; one deals with instructional television in Sweden and the other with a Nigerian project. The scholar's view is represented by two papers which consider the evidence about some instructional television techniques and its effectiveness. The two papers which comprise the section on combining production and research consider the problem in the light of experiences with "Sesame Street" and "Electric Company." The section on alternatives to television discusses the application of less complex instructional technologies and some of the "smaller" media. Finally, the common ground among these various points of view is summarized. (SH)

ED 079 938 EM 011 152

Weiner, Peter

Making the Media Revolution; A Handbook for Video-Tape Production.

Pub Date 73

Note—217p.

Available from—MacMillan Publishing Company, Inc., Front and Brown Sts., Riverside, New Jersey 08075 (\$8.95)

Document Not Available from EDRS.

Descriptors—Broadcast Industry, Film Production, Manuals, *Mass Media, Photographic Equipment, Programming (Broadcast), *Social Change, Special Effects, *Television, *Video Equipment, *Video Tape Recordings

The media revolution has come to have great effects on life and culture, and its effects become more significant as the electronic media grow. This book attempts to increase awareness of ways to have some effect on the revolution and to understand what is taking place. After a discussion of how the television signal works, the book devotes a chapter to each piece of equipment or technique that would be useful in planned television programs. Topics covered include the camera, audio accessories, the porta-pak, the video tape recorder, and various basic techniques such as lighting, camera techniques, video animation, cinema verite, special effects, editing, directing styles, duplication and storage, common problems and how to solve them, graphics, using creative abilities, framing, and scripting. An appendix provides further useful material. (Author/SH)

ED 079 939 EM 011 158

Rice, Susan, Ed. Mukerji, Rose, Ed.

Children are Centers for Understanding Media.

Association for Childhood Education International, Washington, D.C.

Pub Date 73

Note—89p.

Available from—Association for Childhood Education International, 3615 Wisconsin Avenue, N.W., Washington, D.C. 20016 (\$3.95)

Document Not Available from EDRS.

Descriptors—Animation, *Children, Creativity, Essays, *Film Production, Films, Guides, Mass Media, Photographic Equipment, Photography, Self Actualization, Self Concept, *Television, Visual Literacy

Because of the importance of television in the lives of our children—they spend more time with it than in school—it makes sense that they should learn to process the vast input from television

and become knowing and active about the media. This collection of essays presents ideas by contributors outside of the "painfully vague conclusions of the research about the impact of the media on children." Essays consider such concepts as television as a source of literacy and becoming, a project which allowed children to use film equipment, a partial list of some educational functions of the camera, resources for further study, information about beginning photography, filmmaking without cameras, flip-books, animation, storyboarding, creative filmmaking for children, sound, a children's film theatre, a primer for video studies, and a selection of media activities employing materials commonly found in schools. (SH)

ED 079 940 **EM 011 164**

Martin, James

Design of Man-Computer Dialogues.

Pub Date 73

Note—559p.

Available from—Prentice-Hall, Inc., Publishers, Englewood Cliffs, New Jersey 07632 (\$15.95)
Document Not Available from EDRS.

Descriptors—Computer Programs, *Computers, Computer Science, *Design, *Guides, Human Engineering, Input Output Devices, Interaction, *Man Machine Systems, On Line Systems, *Programming, Technological Advancement, Time Sharing

An attempt is made to provide a comprehensive guide to design of the dialogues between man and computer that take place at computer terminals. Particular topics include problems with conventional alphanumeric dialogues, dialogues with sound and graphics, psychological characteristics of computer terminal users, problems of designing dialogues for naive or untrained operators, and considerations for design implementation. Appendices provide an example of a psychiatrist-machine dialogue and exercises for the reader. (Author/RH)

ED 079 941 **EM 011 190**

Virgin, Albert E.

An Evaluation of Operation Moonvigil. Number 14.

Ontario Educational Communications Authority, Toronto, Research and Development Branch.
Pub Date Jan 72

Note—230p.; See Also EM 011 189

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Educational Games, *Evaluation, Games, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, *Group Dynamics, Interaction, Program Descriptions, Role Models, *Simulation, Student Attitudes, Teacher Attitudes

Identifiers—Canada, Ontario, *Operation Moonvigil

An evaluation assessed the simulation game called "Operation Moonvigil". The program consisted of eight daily five minute telecasts followed by 30 minutes of classroom activities based on information communicated during the telecast. Teachers, pupils, and non-participant observers provided data through questionnaires, diaries, and observation records. Student participation was high on the first five days, but lower on the final two. Three-quarters of the classes had initial difficulty in following directions, but improvement occurred later. Teacher participation ranged widely from total withdrawal to major modification of the game. Teachers who attended pre-game workshops rated them highly. They also felt that students achieved the objectives of the game and said they would recommend "Moonvigil" to their teaching colleagues and play the game again. Teachers did express concern about the low level of students' television listening and group interaction skills and also recommended that the pre-game workshops be expanded and made mandatory. (Author/PB)

ED 079 942 **EM 011 243**

Bhola, H. S.

Mass Media in Adult Education: Methodological Aspects of Media Research.

Pub Date Jun 73

Note—28p.; Paper presented at the UNESCO/LIRSMIA International Seminar on Mass Communication Media in Out-of-School Education and in Cultural Development (2nd, Lucca, Italy, June 24-29, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Education, Change Agents, Communications, *Developing Nations, Educa-

tional Researchers, Films, Instructional Media, Instructional Technology, *Mass Media, *Media Research, Media Specialists, *Methodology, Radio, Social Change, State of the Art Reviews, Systems Approach, Television

Those involved in mass media and adult education in the Third World, including researchers in education, communication, and instructional technology, operators of mass media programs, and national policy makers, should regard themselves as change agents. In order to function effectively as such they must understand the methodological aspects of radio, film, and television at the levels of techniques, design, and policy. A system approach to the media which includes consideration of economic, ideological, socio-cultural, political, demographic and technological factors in conjunction with learner traits and objectives and instructional characteristics is the most useful organizing principle. In order to effect social change, media personnel must learn their tools, understand the media, focus on the message, produce their own programs, maintain pluralism, remain close to the culture, administer programs carefully, and follow up messages with social action. Researchers should concentrate upon reading available research, achieving efficient division of labor, and giving priority to research on the impact of media upon social behavior. Given all this, the mass media will be powerful tools for adult education. (PB)

ED 079 943 **EM 011 245**

Hughes, Erskine

Free and Inexpensive Materials in the School Media Centers of Kansas.

Pub Date May 73

Note—63p.; M.S. Dissertation, Kansas State Teacher's College

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Information Retrieval, Information Storage, *Instructional Materials Centers, *Instructional Media, *Library Surveys, Masters Theses, *Media Research, Media Selection, Media Specialists, Resource Guides, Secondary Schools

Identifiers—Kansas

A research project compiled information on the use of free and inexpensive materials in Kansas secondary schools. Forty-six media specialists responded to a questionnaire and checklist and provided data on four topics: 1) selection and acquisition of materials; 2) storage and retrieval systems used in handling materials; 3) subjects and formats of materials; and 4) availability of resource guides. Analysis and interpretation of the responses showed that free and inexpensive materials were widely used but that no selection policies were in existence, the choice of materials resting solely with the individual media specialist. Students and teachers used the media as part of the basic curriculum with the trend being toward a centralized collection housed in the media center and available to all involved in creative inquiry. (Author)

ED 079 944 **EM 011 246**

What People Think of Television and Other Mass Media 1959 - 1972.

Roper (Elmo) and Associates, New York, N.Y.

Spons Agency—Television Information Office, New York, N.Y.

Pub Date May 73

Note—35p.

Available from—Television Information Office, 745 Fifth Avenue, New York, N.Y. 10022

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Audiences, Commercial Television, *Mass Media, Media Research, News Media, Programming (Broadcast), *Public Opinion, *Surveys, *Television, Television Commercials, *Television Research, Television Surveys, Television Viewing, Viewing Time

Identifiers—Pay Television

A survey conducted with a cross section of the national population produced the following findings. First, not only has television grown to the point where only 2% of American homes receive fewer than three channels, it has also grown in public esteem. It has become the number one source of news and the most credible and frequently used medium. In 1972 the public regarded it as the best source of election news and as the institution which had been most successful in operating in periods of social change. It

was felt that its news coverage was fair, its handling of controversial matters adequate, and the balance of its programing proper, although many wished to see an increase of serious cultural programing. The public indicated its reluctance to see more governmental control and about 75% of the people opposed pay television. The majority felt that reruns were frequent, but not overly so, and most believed that commercials were both helpful to them and a fair way to finance television programing. (PB)

ED 079 945 **EM 011 249**

Hearne, Thomas Devore, Paul

The Yanomamo on Film and Paper.

Pub Date 12 May 73

Note—29p.; Paper presented at the Anthropological Film Conference of the Smithsonian Institution (Washington, D. C., May 12, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Anthropology, *Changing Attitudes, *Cognitive Development, Educational Experiments, Educational Research, Ethnic Stereotypes, *Films, Higher Education, *Literature, *Teaching Methods

Identifiers—Netsilik Indians, Yanomamo Indians

Two teaching experiments were conducted relating to the relative effectiveness of anthropological films versus reading of literature as means of conveying anthropological information to college students and of influencing their attitudes toward other societies. In one, a student group viewed films about the Netsilik Indians, one read literature, and two did both. The group receiving both treatments scored significantly higher on tests designed to measure cognitive knowledge of the topic under consideration. In the second experiment, one group read assigned literature about the Yanomamo tribe while another read the same material and viewed films. Post-experimental essays revealed that the group which received the combined instruction had the greater knowledge of facts, but also that, contrary to expectations, viewing the films did not change student attitudes toward primitive societies as much as it reinforced their previous stereotypes about those societies. Thus, it was concluded that the combination of films plus reading was effective in increasing factual knowledge, but that the films did not change student attitudes in the desired direction—i.e., toward a less ethnocentric point of view. (PB)

ED 079 946 **EM 011 251**

Guidebook for Teacher Use in Individualizing Instruction Through Use of Unipacs.

Wisconsin Consortium for Individualized Learning, Madison.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison.

Report No.—P-59-70-0145-1

Pub Date 71

Note—70p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *Continuous Progress Plan, *Individualized Instruction, Learning Activities, Lesson Plans, Self Actualization, *Teacher Developed Materials, Teachers, *Teaching Guides, Teaching Methods

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Unipacs

This guidebook describes an instructional and curricular tool, the Unipac, which teachers can use to individualize instruction. The Unipac is defined as a lesson plan for learners, a self-contained set of teaching-learning materials designed to teach any single topic; it is structured for individual use and aids the development of a continuous progress school program. Its overall purpose is to motivate students to initiate their own objectives and learning activities. In addition, the guidebook provides a rationale for Unipac use and shows how it differs from traditional approaches since it is student-oriented and focused on behavioral objectives. The guide lists the components of the Unipac as a concept to be learned, sub-concepts, behavioral objectives, pre-tests, learning activities, self-evaluation, quest activities, post-tests, and feedback. It also details how to construct and use a Unipac, discusses the roles of teachers, students, and others, mentions some concerns relevant to their use, and gives instructions on how to evaluate them. (PB)

ED 079 947 EM 011 253

Sullivan, Marjorie Strader, Helen.
The Birds and the Beasts Were There: Animals in Their Natural Habitats. (A Multimedia Bibliography Revised). Library Media for Grades 4-6, Library Media for Grades 9-11.

Kansas State Teachers Coll., Emporia. Dept. of Librarianship.

Spons Agency—Kansas Association of School Librarians, Wichita.

Pub Date 73

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, *Biology, Ecology, Elementary Grades, *Instructional Materials, *Instructional Media, Media Selection, Natural Sciences, Secondary Grades, *Zoology

This compilation lists 247 print and non-print materials dealing with animal life, nature, and ecology and is designed to assist teachers and school librarians in selecting media suitable for pupils in grades 4 through 6 and 9 through 12. A few of the materials date back to 1951, but the majority are of more recent issue. The collection for elementary school students includes 65 books and 43 16mm films, each with a brief annotation. In addition, 33 assorted materials such as cassette tapes, phonodiscs, slides, study prints, and periodicals are cited. Eighty books appropriate for high school classes are mentioned, along with 26 other miscellaneous items. The collection also offers a bibliography of sources, indexes to reviews, sources of reviews, sources of teaching materials, and a list of distributors of non-print materials. (PB)

ED 079 948 EM 011 254

Linot, Linda, Ed.
Educational Technology: General Readings for the School Media Specialist.

Kansas State Teachers Coll., Emporia. Dept. of Librarianship.

Pub Date 73

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Educational Technology, *Instructional Media, Literature Reviews, *Media Specialists, *Teachers

A total of 16 items which deal with educational technology and which would be of interest to both school media specialists and to teachers are listed. The bibliography includes 11 books treating substantive issues in educational technology which have been published since 1968, one bibliography of resources in the field, and four periodicals. Detailed annotations for each listing give the author's goals, the topics he covers, and the audience at which he aims. Qualitative assessments by the reviewer provide indications of the worth of each of the 16 works. (PB)

ED 079 949 EM 011 255

Communications Technology and the Crisis in Education. A Report on the Bahia Workshop.
 Council on Higher Education in the American Republics, New York, N.Y.

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C.; Inter-American Development Bank, Washington, D.C.

Pub Date 71

Note—54p.

Available from—Council on Higher Education in the American Republics, Institute of International Education, 809 United Nations Plaza, New York, N.Y. 10017

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Communications, Computers, Conference Reports, *Developing Nations, *Educational Problems, *Educational Technology, Instructional Media, Microteaching, Radio, *Technology, Telecommunication, Television, Workshops

Identifiers—American Samoa, Brazil, El Salvador, Great Britain, Ivory Coast, Latin America, Niger, Salvador Bahia Brazil, Spain

A summary of the workshop convened in May 1971 in Salvador, Bahia, Brazil by the Council on Higher Education in the American Republics to assess current applications of communications technology for the improvement of educational systems in Latin America is given in this document. Against a background which includes: 1) technological asymmetry in which hardware development races ahead of software develop-

ment and in which technology is not fully integrated into the overall educational matrix; and 2) an educational crisis in the developing world due to scarce resources, rising community expectations, and skyrocketing enrollments, the question of what the new technology has to offer is posed. The report treats some challenges of modern education, the concept of educational technology and some approaches to it, and the various media forms. It then discusses educational technology in action, giving examples from El Salvador, Niger, American Samoa, the Ivory Coast, Great Britain, Spain and Brazil. It closes with a discussion of some issues related to technological implementation and of the prospects for the future. (PB)

ED 079 950 EM 011 256

Golub, Lester S.

A CAI Literacy Development Program for Career-Oriented Youth.

Pennsylvania State Univ., University Park. Computer-Assisted Instruction Lab.

Pub Date 73

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Planning, *Computer Assisted Instruction, Formative Evaluation, Illiteracy, Illiterate Adults, *Literacy, Program Descriptions, *Program Development, Reading, Reading Instruction, Retarded Readers, Summative Evaluation, Teenagers, *Vocational Development, *Young Adults

Identifiers—Coursewriter II Language, IBM 1500 Computer

Computer specialists developed a computer-assisted instructional (CAI) literacy development program for career oriented youths, the goals of which were: 1) to enable illiterate and semiliterate youths (ages 14-21) to read at the 8th grade level in the area of their vocational choice; 2) to offer them job-oriented reading materials to assist in preparing them for jobs, and 3) to give them a sequence of career information. The program took advantage of a CAI's ability to store, evaluate, and feedback information, to engage student interest, and to individualize instruction. It used an IBM 1500 computer with Coursewriter II language and had a student display screen, keyboard, light-pen, random-access audio and image projectors, and playback-record capacity. The program obtained biographical information from students and directed them through a series of instructional units, criterion checks, and tests. Formative and tentative summative evaluations of student interests and learning demonstrated the capability of the system to offer them a useful reading program. (PB)

ED 079 951 EM 011 258

Rapp, Alfred V.

The Feasibility of a Diagnostic Media Test System Model.

Pub Date 72

Note—211p.; Ed.D. Dissertation, University of Northern Colorado

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Diagnostic Tests, Doctoral Theses, *Feasibility Studies, Grade 6, Higher Education, Instructional Media, *Media Selection, Models, Predictive Validity, *Profile Evaluation, *Test Construction, Testing

Research investigated the feasibility of a diagnostic media test system. Two distinct tests were developed for sixth grade and university populations, each having: 1) a main phase with three specific teaching sequences, one for each media form; 2) test items for each teaching sequence; and 3) a validation phase with one teaching sequence translated into each of the media forms and with questions corresponding to this sequence. Main phase test scores generated individual media effectiveness profiles; in retesting, each student took the validation test in the media form which his profile indicated as most effective. High positive correlations resulted. For university students, slides/tapes and tests were more effective than audio tapes, whereas for sixth graders programed instruction was best. The investigation showed the model was feasible and generalizable, that either the tests often did not discriminate well or that for many individuals there was little difference between the effectiveness of some media forms, and that teachers can produce media diagnostic tests. Further research was suggested for the affective and psychomotor domains, to determine if time and experience in-

fluence profile validity, and to see if practice or instruction affects individual profiles. (Author/PB)

ED 079 952

EM 011 259

Button, Mary

An Experiment to Determine the Effectiveness of Using Audio-Tapes for Independent Activities in a First Grade.

Central Arkansas Education Center, Little Rock.

Pub Date 72

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, Audiovisual Instruction, Auditory Perception, Educational Research, Experiments, *Grade 1, *Independent Study, Individual Differences, Listening Skills, Phonics, *Phonotype Recordings, *Reading, *Reading Ability, Reading Achievement, Reading Instruction, Reading Readiness, Reading Skills, Reading Tests, Tape Recorders, Testing, Word Recognition

A research project investigated the effectiveness of the use of a tape recorder and taped lessons with accompanying worksheets for independent work activities in the 1st grade. An experimental group heard lessons on reading readiness, auditory perception, phonics, and reading skills, in addition to having regular instruction from the teacher. The control group received only regular instruction. It was hypothesized that the former would demonstrate greater gains in knowledge of rhyming words and initial sounds, would have greater word knowledge and word discrimination skills, and would show greater composite reading skills. Post-test data did not support any of the hypotheses. It was possible that the objectives were overly ambitious and that the individual differences between subjects were not accounted for completely by the differences in individual test scores. It appeared that further study should investigate the impact of the individual's cultural background upon his ability to read. The use of audio tapes did, however, improve students' listening skills and help to maintain order in the classroom. (PB)

ED 079 953

EM 011 263

Rosner, Jerome

Changes in First-Grade Achievement and the Predictive Validity of I. Q. Scores, As a Function of an Adaptive Instructional Environment.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—LRDC-1973/5

Pub Date 73

Note—17p.; Preprint of an article for Educational Technology

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Early Childhood Education, Educational Research, *Grade 1, Individual Differences, Individualized Instruction, *Instructional Innovation, *Intelligence Quotient, Intelligence Tests, Kindergarten, Learning Processes, Mathematics, *Predictive Validity, Reading

Identifiers—Otis Lennon Mental Abilities Test, Stanford Achievement Test

A research project introduced changes into the kindergarten and 1st grade instructional programs of a developmental school. The purposes were to implement an adaptive instructional system which would teach children the basic psychological processes relevant to 1st grade reading and math achievement and which would accommodate individual differences among learners. Over a five year period researchers collected I.Q. data from the Otis-Lennon Mental Abilities Test and achievement data from the Stanford Achievement Test. The data indicated that, over time, the reading and math achievement scores of 1st graders rose significantly, while I.Q.s remained constant. Also, fewer children achieved below grade level and the percentage of variance in achievement scores explained by I. Q. scores dropped greatly. Thus, it was concluded that the adaptive instructional program increased achievement and lowered the predictive validity of I. Q. scores. It remained to be determined exactly which specific aspects of the innovative program contributed most to the maximization of the educational outcome. (Author/PB)

ED 079 954

EM 011 266

Pedri, Bonnie C. Pedri, D. T.

Simulation Programs for School Personnel.

Pub Date 73

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Game Theory, *Literature Reviews, *School Personnel, *Simulation

This review of recent literature which deals with simulation programs and materials used with school personnel cites several advantages which proponents of simulation claim for their technique and also gives detailed examples of the many purposes to which simulation can be put and the variety of modes by which it can be presented. In addition, however, it also makes the point that many of the simulation studies contain methodological shortcomings or have not been shown to have significant results, supporting the assertion with several illustrations. It closes with a call for the development of simulated materials which are empirically verified to be: 1) effective for the purposes intended, and 2) more effective than other methods used for the same purposes. (PB)

ED 079 955 EM 011 268**Designing a Campus Plan for Quality Education. Final Report, Part II.**

Syracuse City School District, N.Y.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—DPSC-68-6752

Pub Date [72]

Grant—OEG-8-067521-4681

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Administrative Personnel, Behavioral Objectives, *Educational Quality, *Individualized Curriculum, *Individualized Instruction, *Individualized Programs, Inservice Teacher Education, Primary Grades, Program Descriptions, Secondary Grades, Student Attitudes, Summer Workshops, Teacher Attitudes, Teachers

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, LAP, *Learning Activity Packages, Syracuse New York School District

The City School District of Syracuse, New York devised an individualized instructional program which developed students who were creative, self-discoverers, problem-solvers, and capable of learning to learn. As a first step, a 1969 summer inservice workshop was held at which one or more administrators and two teachers from each of 13 schools were trained in the process of individualizing instruction through writing Learning Activity Packages (LAP). They developed skills in writing behavioral objectives, test items, diagnoses, etc., and then, in turn, trained over 300 staff members in their respective schools. Seventy LAPs were developed, and there were over 10,000 individual requests for their use at participating schools. Evaluation showed the workshops were effective means of training staff, that student academic achievement was better when LAPs were used, and that student and teacher attitudes toward LAPs were positive. Thirteen neighboring districts have since adopted the LAP method and information about the plan has been disseminated widely across the county. (PB)

ED 079 956 EM 011 279**Individualized Instruction in a Prototype School. Summary of Findings.**

Syracuse City School District, N.Y.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—DPSC-68-5296

Pub Date [72]

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Disadvantaged Youth, Emotionally Disturbed Children, Grade 1, Grade 2, Grade 3, Grade 4, Grade 5, Grade 6, Individual Differences, *Individualized Curriculum, *Individualized Instruction, *Individualized Programs, Kindergarten, Lower Class Students, Mathematics, Program Descriptions, *Program Evaluation, Reading, Sciences, Student Attitudes, Teacher Attitudes

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Individually Prescribed Instruction, IPI, Porter Elementary School Syracuse New York

The Porter Elementary School in Syracuse, New York introduced individually prescribed instruction (IPI) for its kindergarten through 6th grade pupils, most of whom came from lower socio-economic backgrounds. Student individual differences relating to social background physical and personality development, intellectual capacity, and school achievement were taken into account before the IPI was implemented. Then, individualized reading, mathematics, and science programs were identified and secured, followed by the training of teachers and support personnel. Next, evaluation procedures were devised and, finally, funding was secured from an ESEA Title III grant to support the project. Posttest data indicated that students who were in the IPI program for at least three years achieved significantly better than those who were not similarly exposed. Teacher attitudes toward the program were generally favorable. It was also found that there were fewer student disciplinary problems, that emotionally disturbed children worked well in the program, and that student attitudes, self-motivation, and independence improved. (PB)

ED 079 957 EM 011 280

Phillips, Dave

Individualized Instruction Demonstration Project. Final Evaluation Report.

Urbana School District 116, Ill.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—DPSC-67-4439

Pub Date 25 Sep 70

Note—98p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Behavior Change, *Demonstration Projects, *Elementary Grades, *Individualized Instruction, Mathematics, Positive Reinforcement, Program Descriptions, *Program Evaluation, Reading

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Illinois, Prairie Elementary School, Urbana

This report summarizes the efforts of a demonstration project at Prairie Elementary School in Urbana, Illinois to implement individualized reading and mathematics programs and to introduce the systematic application of behavior modification principles in the classroom. It describes the development, implementation, and revision of Individually Prescribed Instructional (IPI) programs and discusses the strategies of behavior modification, particularly positive reinforcement, relating to effective control of the behavior of both the minority of problem students and the majority of well behaved pupils. Several appendixes provide data on student achievement in reading and math, behavior modification, classroom and non-classroom discipline, publicity about the project, and kindergarten achievement data. (PB)

ED 079 958 EM 011 282**Mediated Instructional Materials. Final Report.**

Evanston Township High School, Ill.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—DPSC-67-4226

Pub Date 28 Sep 70

Grant—OEG-3-7-704-226-4595

Note—172p.; See Also EM 011 283

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Autoinstructional Aids, *Independent Study, Instructional Design, Instructional Films, *Instructional Materials, *Instructional Media, Interinstitutional Cooperation, *Multimedia Instruction, Phonotape Recordings, Program Descriptions, Secondary Grades, Student Attitudes, Teacher Attitudes, Video Tape Recordings

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Evanston Township High School

This final report reviews the ESEA Title III project which Evanston Township High School used to prepare self-instructional materials on film, audio tape, and video tape for use by students during independent study time. It lists the specific objectives of the project as being to: 1) determine the effectiveness of materials when used by other schools; 2) identify problems involved with the exchange of materials between schools; 3) identify students' and teachers' attitudes toward these materials; 4) evaluate the effectiveness of these materials; and 5) locate

problems associated with local production and distribution of materials. A short summary of endeavors which did and did not measure up to expectations is presented, followed by descriptions of the effect of the project upon cooperating agencies and of the extensive dissemination activities undertaken. The final section deals with carrying the project forward without federal assistance and states that the greatest resulting change was faculty recognition of the importance of mediated instructional materials. (PB)

ED 079 959 EM 011 283

Mitchell, Louise, Ed.

Directory of Mediated Instructional Materials.

Evanston Township High School, Ill.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—DPSC-67-4226

Pub Date 1 Sep 70

Grant—OEG-3-7-704226-4595

Note—108p.; See Also EM 011 282

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Art, Business Education, Counseling, *Directories, Driver Education, English, Films, Health Education, Home Economics, *Instructional Materials, Instructional Media, Library Science, Mathematics, Music, Phonotape Recordings, Sciences, *Secondary Grades, Second Language Learning, Social Sciences, Video Tape Recordings, Vocational Education

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Evanston Illinois Township High School

Catalogued in this directory are all the audio tapes, video tapes, and films produced from 1964 through 1969 by the Evanston Township High School Faculty, its Title III staff, and its television staff in the course of its Title III project. These instructional materials are designed for secondary school students and cover almost all aspects of the curriculum, including the following: art, business education, counseling, driver education, English, foreign languages, health, home economics, library science, math, music, science, social science, and vocational education. Each listing provides the material's title, subject area, catalog number, and running time, along with a brief descriptive annotation and additional information when pertinent. (PB)

ED 079 960 EM 011 285

Anshien, Carol M. And Others

Public Access Report.

Public Access Report, New York, N.Y.

Spons Agency—New York State Council on the Arts, New York.

Pub Date Jan 73

Note—90p.

Available from—Public Access Report, P.O. Box 393, New York, N.Y. 10024 (\$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cable Television, Citizen Participation, City Planning, *Public Facilities, *Public Policy, *Public Television

Identifiers—Manhattan, New York City, Public Access, *Public Access Celebration

A short review of the development of cable television in New York City, a brief description of wiring patterns, a history of public access, and some statistical data on public channel usage are provided in the first portion of this report. The second major part describes the Public Access Celebration, a three-day informational event held in July 1972 to mark the first anniversary of Public Channel programming on cable television in Manhattan. Following this is a section which presents supplementary information about public access to cable television, including reports from local origination centers, reflections on the meaning and role of public access, and recommendations for implementation of full public access. An appendix lists individuals and groups participating in the Celebration, gives a copy of a franchise agreement under which a system operates, and describes public access procedures. (PB)

ED 079 961 EM 011 286**The Advantage Center Information Guide.**

Northwest Louisiana Supplementary Education Center, Benton.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—DPSC-68-5195

Pub Date [70]

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Oriented Programs, Computers, *County School Systems, Guides, Information Dissemination, *Information Networks, *Information Systems, Regional Cooperation, *Regional Programs

Identifiers—Advantage Center, Elementary Secondary Education Act Title III, ESEA Title III, Northwest Louisiana Supplementary Education Center

The Northwest Louisiana Supplementary Educational Center, also referred to as the Advantage Center, is described and information is provided to staffs of schools and systems interested in the regional center concept. The publication lists the operational objectives of the Center as follows: 1) to develop computer-based, regional total information systems for pupils, personnel, materials, finances, and facilities; 2) to construct programs which transform information into meaningful reports; and 3) to evaluate and disseminate these reports throughout the region. The report further states that the rationale for accomplishing this is to reduce the amount of time teachers devote to administrative paper work while at the same time providing all staff with meaningful information useful in decision-making. A nine year projected timetable for the achievement of these objectives is also presented, along with a description of activities already undertaken. (LB)

ED 079 962

EM 011 289

Curriculum Change Through Nongraded Individualization. Second Operational Year and Final Report.

Snake River School District 52, Blackfoot, Idaho. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Idaho State Dept. of Education, Boise.

Report No—P-22-70-0021

Pub Date 72

Note—193p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Continuous Progress Plan, Differentiated Staffs, Elementary School Mathematics, Grade 1, Grade 2, Grade 3, Individual Development, *Individualized Curriculum, *Individualized Instruction, *Individualized Programs, Individual Needs, Kindergarten, Nongraded Classes, *Nongraded Primary System, Program Descriptions, Reading Instruction, Self Concept

Identifiers—Blackfoot, Elementary Secondary Education Act Title III, ESEA Title III, Idaho, Quads, Snake River School District

A project undertaken by the Snake River School District, Blackfoot, Idaho provided children with an educational experience geared to their individual needs. The project was designed to assure that they made continuous progress in subject matter areas such as reading and math and toward the development of a positive self-concept. A team leader, three teachers, an instructional intern, two instructional aides, and a clerical aide participated in a summer workshop to develop individualized curriculum materials. Approximately 100 children were placed in "quads" containing students usually found in kindergarten and grades one to three; each quad contained an equal number of five, six, seven, and eight year olds. Differentiated staffing and nongraded team teaching were utilized to meet their individual needs. Evaluation indicated that nongraded instruction, differentiated staffing, and team teaching was feasible and that student achievement in reading and math was satisfactory. Curriculum materials developed for the project were extended to all classes in the district and results of the project have been disseminated throughout Idaho and other states. (LB)

ED 079 963

EM 011 292

Videor. End of Project Report.

Fresno City Unified School District, Calif. Office of Planning and Research Services.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; California State Dept. of Education, Sacramento.

Report No—P-14-69-0030

Pub Date 30 Jun 72

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Communication Skills, Deaf Education, *Handicapped Students, Hearing Therapists, Hearing Therapy, Inservice Educa-

tion, Language Handicapped, Program Descriptions, *Speech Education, Speech Handicapped, Speech Skills, Speech Therapists, *Speech Therapy, *Video Tape Recordings

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

Speech and hearing therapists investigated the effectiveness of video taping as a multisensory approach to therapeutic procedures aimed at developing adequate communication skills for students with speech or hearing difficulties. They also studied the usefulness of such taping for parent counseling and inservice training of therapists and teachers. A van was used to provide a mobile classroom, thus allowing several schools to participate in the program. Over three years a total of 2366 students received services from a staff of 12 therapists who developed video tapes to assist in the identification, treatment, and evaluation of speech and hearing problems. Comparison of the results obtained from pre- and post-testing indicated that students receiving therapy utilizing video tapes did not improve significantly more than those receiving the traditional therapy. However, the parents of these students, their classroom teachers, and the speech therapists did profit from introduction of the video taping approach, largely due to the in-service training which was an integral part of the project. (PB)

ED 079 964

EM 011 295

Equalizing Multi-School Curriculum by Technology.

Etowah County Board of Education, Gadsden, Ala.

Spons Agency—Alabama State Dept. of Education, Montgomery; Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No—P-68-06388-0

Pub Date [72]

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, County Programs, *County School Systems, *Curriculum Development, *Educational Technology, English Curriculum, *Equal Education, Flexible Schedules, Individualized Instruction, Instructional Television, Mathematics Curriculum, Program Descriptions, Science Curriculum, *Secondary Grades, Social Studies, Staff Improvement, Staff Utilization

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Etowah County Alabama School District

A three year project aimed at providing equal educational opportunity for all students in the seven high schools of Etowah County, Alabama by implementing a county-wide curriculum using a flexible, rotating schedule, audio-graphic network, instructional television, a learning center, and individualized instruction. The report rates the project as successful, providing details on how the district achieved its goals by: 1) increasing its holding power over students; 2) utilizing staff more effectively; 3) reducing inter-school inequities in curricular offerings and instructional quality via the use of televised instruction; 4) raising staff competence; 5) improving the coordination of teaching/learning activities; and 6) attracting qualified new staff. Also included are information on dissemination activities and an evaluation of social studies, science, math and English programs in terms of improvements made in physical plant facilities, organization, instructional materials, curriculum content, and reinforcement techniques. (PB)

ED 079 965

EM 011 298

A New Motivation for Learning: The Graphics Expression System. Manual for Administrators.

New York State Education Dept., Albany. Div. of Educational Communications; Uniondale Union Free School District 2, N.Y.

Pub Date 73

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Guides, Educational Technology, *Educational Television, Elementary Grades, *Learning Motivation, Manuals, Motivation Techniques, Program Development, *Reading, Reading Improvement, Reading Instruction, Student Motivation, *Underachievers, Video Tape Recordings

Identifiers—*Graphics Expression System, Uniondale, New York Union Free School District

This manual describes how the Uniondale, New York, school district uses a technological system, the Graphics Expression System (GES), to produce dramatic reading improvement on the part of elementary school underachievers. It shows how GES, based upon the assumption that all youngsters want to communicate, employs a television mini-studio and an eight step process to motivate students to develop reading and other communication skills. It reviews the fundamental activities necessary for the implementation of GES, beginning with investigations by administrators and teachers, followed by faculty and parent meetings, contracting for hardware, identification of criteria, selection of participants, inservice staff training, and program scheduling. Classroom procedures such as logistics and orientation are covered and information is given on the process whereby students: 1) pick a topic; 2) research it; 3) prepare graphics; 4) write a script; 5) practice reading it; 6) tape a run-through; 7) evaluate the topic; and 8) record a final tape. (PB)

ED 079 966

EM 011 299

Educational Telecommunications. Cable Conference.

Michigan State Board of Education, Lansing.

Pub Date 73

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, Broadcast Industry, *Cable Television, Conference Reports, Educational Technology, *Educational Television, Federal Aid, Government Role, *Media Specialists, State of the Art Reviews, Statewide Planning, Technology, *Telecommunication

Identifiers—CATV, Franchising, Michigan Department of Education

The Michigan Department of Education sponsored a conference which brought educational administrators and cable television (CATV) entrepreneurs together for a common exploration of their respective concerns in order that they might develop a working relationship leading to the effective utilization of CATV by educators. Major topics dealt with: 1) the state of cable technology; 2) federal and state regulations of CATV; 3) local franchising; 4) utilization of cable by educators; 5) the promise and the realities of CATV; 6) federal funding of educational involvement; and 7) a demonstration of duplex television and video cassettes. Each presentation was followed by a question and answer session, and the conference concluded with a panel discussion. (PB)

ED 079 967

EM 011 301

Phillips, William Edgar

Effect of a Video Taped Modeling Procedure on Verbal Questioning Practices of Secondary Social Studies Student Teachers. Final Report.

Fairmont State Coll., W. Va.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-2-C-046

Pub Date 14 Apr 73

Grant—OEG-3-72-0046

Note—128p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Audiovisual Instruction, Educational Research, *Models, Phonotape Recordings, *Questioning Techniques, Secondary School Students, Secondary School Teachers, Social Studies, *Student Teachers, *Verbal Communication, *Video Tape Recordings

Identifiers—Chi Square, Fisher's Exact Probability Test, Gallagher Aschner Questioning Category System

Research was conducted to determine: (1) the effects of a perceptual versus a symbolic modeling concept of a question categorizing system on the verbal behavior of student teachers; and (2) the effects subjects of this study have upon the question writing practices of students they instruct. Instruction regarding a modified Gallagher and Aschner questioning category system was presented to the experimental group via video tape, handouts, and discussion; the control group received no video taped instruction. Student teacher questioning behavior was audio taped and their students wrote questions. All questions were categorized and the resultant proportional values analyzed by chi square and Fisher's exact probability test. Results indicated that: (1) the perceptual model was not significantly more effective; (2) students modeled their student teachers; and

(3) an impact was made by both methods of instruction on the questioning behavior of student teachers. Additional research was proposed to determine if these results hold in all disciplines and over long periods of time, and to learn if changes in the cognitive level of questions occur. (Author/LB)

ED 079 968 **EM 011 302**
School Media Programs and the Right to Read.
Programs of Media Centers Recommended for Visiting and Observation, and Video-Taping Critique.

Allen Parish School Board, Oberlin, La.; New Jersey School Media Association, New Brunswick; New Jersey State Library, Trenton. Library Development Bureau.

Pub Date Feb 73

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Check Lists, *Directories, Elementary Grades, Instructional Materials, *Instructional Materials Centers, *Instructional Media, Media Specialists, *Observation, Secondary Grades, Video Tape Recordings

Identifiers—New Jersey

This document is in fact three separate entities which are issued as companion volumes. "Programs of Media Centers Recommended for Visiting and Observation" (November 1972) lists 13 schools throughout New Jersey which would be attractive to those interested in media centers and programs. The schools are listed by level—elementary, intermediate, and secondary. "School Media Programs and the Right to Read" (February 1973) includes 26 New Jersey schools, arranged by county, in its collection. In both of these bulletins a short paragraph describes each individual school's media center. "Video-Taping Critique Sheets" is a brief booklet which contains a checklist to assist the reviewer in evaluating various stages of educational processes. (LB)

ED 079 969 **EM 011 307**
Regulations; Office of Cable Television, State of New Jersey.

New Jersey State Dept. of Public Utilities, Trenton. Office of Cable Television.

Pub Date [73]

Note—39p.; See Also EM 011 308, Rules of Practice

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administration, *Cable Television, Costs, Government Publications, *Guidelines, Legislation, *Municipalities, Physical Facilities, *Quality Control, Recordkeeping, *State Legislation

Identifiers—Board of Public Utility Commissioners, New Jersey, New Jersey Department of Public Utilities, Office of Cable Television

Regulations promulgated in accordance with the authority provided the Office of Cable Television, Board of Public Utility Commissioners, State of New Jersey, to regulate cable television in the public interest are set forth. These apply to cable television (CATV) companies which own, control, operate, or manage cable television systems and to municipalities, cities, or counties where applicable. A set of definitions is provided, followed by detailed regulations concerning: 1) physical plant construction and operation; 2) the provision of adequate, economical and efficient service; 3) testing of service; 4) the maintenance of offices; 5) record keeping; 6) billing and payment for services; 7) liability insurance; 8) extensions of service; 9) technical standards for system operation; and 10) applications by CATV companies for municipal consent. (LB)

ED 079 970 **EM 011 308**
Rules of Practice; Office of Cable Television, State of New Jersey.

New Jersey State Dept. of Public Utilities, Trenton. Office of Cable Television.

Pub Date [73]

Note—50p.; See Also EM 011 307, Regulations

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cable Television, *Due Process, Government Publications, *Guidelines, *Municipalities, *Public Officials

Identifiers—Board of Public Utility Commissioners, New Jersey, New Jersey Department of Public Utilities, OCT, Office of Cable Television

Rules governing practice and procedure before the Office of Cable Television (OCT) within the Department of Public Utilities of the State of

New Jersey are set forth. First provided are a set of definitions. Following this, specifications are set forth concerning: 1) fees and charges; 2) appearance and practice before the OCT; 3) classification of parties to disputes; 4) pleadings; 5) petitions; 6) complaint procedures; 7) answers and replies; 8) motions; 9) interventions; 10) hearing examiners; 11) hearings; 12) conferences; 13) reopening of hearings; 14) reconsideration of cases; 15) briefs; and 16) compliance with orders and recommendations. (LB)

ED 079 971 **EM 011 312**
The Church and Communication Research.

Multimedia International, Rome (Italy).

Report No—MI-6

Pub Date 73

Note—24p.

Available from—Multimedia International, Borgo S. Spirito 5, Casella Postale 9048, 00100 Rome, Italy (\$2.75 annual subscription of 6 issues including air mail)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Communication, *Church Programs, *Church Role, *Communication (Thought Transfer), Media Research, Research

The relevance and complexity of the communications process to church institutions demand a serious approach to surveying the field and the problems that ensue from its processes. As a beginning response to this need, two research initiatives are reported in this pamphlet. The first is a prospective study on the future need of audiovisual communication for the Catholic Church in Germany, reporting data, trends, and the results of a survey. The second was conducted by the study department of the Lutheran World Federation in Geneva, and aims at a long-range study on communications aspects in which the Church is expected to take an interest. (Author/SH)

ED 079 972 **EM 011 314**
Callais, Richard T.

Subscriber Response System. Progress Report.

Theta-Com, Los Angeles, Calif.

Pub Date Jun 73

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computers, *Evaluation, *Intercommunication, Man Machine Systems, Program Descriptions, *Telecommunication, *Testing

Identifiers—AML Microwave Link, El Segundo California, Local Processing Center, SRS, Subscriber Response System, Theta Com, Two Way Cable Cascades

Results of preliminary tests made prior and subsequent to the installation of a two-way interactive communication system which involves a computer complex termed the Local Processing Center and subscriber terminals located in the home or business location are reported. This first phase of the overall test plan includes tests made at Theta-Com Corp. using actual two-way cable cascades, a two-way AML microwave link, and the prototype subscriber response system (SRS) terminals which are now in use in El Segundo, California. Data collected in the tests relating to the performance of the full SRS in operation with a 16-amplifier cascade are presented, and the factors which are important in the design of an interactive system, including the oft-neglected computer and its software component, are discussed. In addition, the El Segundo SRS installation is described and the services made operational are categorized and discussed. (Author/LB)

ED 079 973 **EM 011 320**
Symposium on Urban Cable Television. Volume I.

Wednesday, October 18, 1972. Session Themes: Social and Economic Context, Realizing Cable's Potential.

Cable Television Information Center, Washington, D.C.; Mitre Corp., McLean, Va.

Report No—MITRE-73-11

Pub Date Mar 73

Note—263p.; See Also EM 011 321, Volume II; To be edited into a book, "The Coming World of Cable" by Ralph Lee Smith

Available from—The Mitre Corporation, Westgate Research Park, McLean, Virginia 22101

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Cable Television, Communications, Comparative Analysis, Conference Reports, *Economic Factors, Historical Reviews,

Innovation, Institutional Role, *Planning, *Policy Formation, Political Issues, *Social Problems

Identifiers—CATV, National Cable Television Association, NCTA, *Symposium on Urban Cable Television

A transcript of the proceedings of the opening day of the Symposium on Urban Cable Television is provided. The Symposium was convened to discuss, clarify, and offer alternatives to the major social, economic, and institutional issues affecting cable television (CATV) planning today with a view toward their impacts on the future directions of cable. The record of the morning session deals with the economic and social context and features a presentation on future social and economic developments and their implications for cable communication. Following this are considerations of the impact of cable and the degree to which cable marks a real innovation in communications. The afternoon session's transcript focuses on the subject of realizing cable's potential, contrasting what cable is today with what it could be in the future if its full social and civic potential is achieved. (Author/PB)

ED 079 974 **EM 011 331**

Debes, John L.

Some Aspects of the Reading of Visual Languages.

Rochester Univ., N.Y. Center for Visual Literacy.

Pub Date Mar 72

Note—23p.; Paper presented at the National Conference on Visual Literacy (Fourth, Cincinnati, Ohio, March 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Body Language, *Children, Nonverbal Communication, *Reading, *Reading Development, Reading Difficulty, Reading Instruction, Reading Research, Reading Skills, State of the Art Reviews, Symbolic Language, Symbolic Learning, Verbal Communication, *Visual Learning, *Visual Literacy, Visual Perception

New approaches are needed if educators are to deal successfully with the problem of teaching children to learn to read words well. Interesting questions come to the fore if those who seek solutions to this difficulty regard the reading of words as a subset of the wider problem of reading the class of visual signs in general, which includes (1) actions signs such as body language, and (2) object signs, as well as (3) symbols (such as words). As research deepens, it seems certain that ways to offer children learning experiences better suited to their needs must lie in the reservoir of visual language they have acquired. That a child thinks nonverbally, and can express himself well visually through cartoons, visual abstractions, pictures, etc., should be reason enough to give him this kind of opportunity to build his conceptual and interpretive skills. After that, adults can base efforts to improve his skill at reading aloud upon a better developed capacity for handling visual signs in communication. (Author/PB)

ED 079 975 **EM 011 336**

Ward, Jack A. Cronin, Barry

The Effective Use of Educational Television for Instruction of College Freshmen in Introductory Biology: The Training of Personnel and the Effect Upon Students.

Illinois State Univ., Normal. Dept. of Biological Sciences.

Spons Agency—Esso Education Foundation, New York, N.Y.

Pub Date 73

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Apprenticeships, Biology, *Biology Instruction, Closed Circuit Television, *College Freshmen, Educational Interest, *Educational Television, Film Production, *Inservice Teacher Education, Photography, Program Descriptions, Program Evaluation, *Secondary School Teachers, Student Attitudes, Student Interests, Televised Instruction, Video Tape Recordings

A program was undertaken: 1) to train teachers in the use of instructional television and to teach them photographic techniques which would enable them to document biological phenomena; and 2) to incorporate the videotapes these apprentices produced into a freshman general education course in Introductory Biology to increase freshman interest in the subject. Six apprentices took an 8 week course which taught them to use equipment and make films; 14

videotapes on biological topics were produced. These were shown to students in Introductory Biology. Evaluation showed both objectives were achieved. The apprentice teachers found the training program useful, learned the essential photographic skills, and used this newly acquired knowledge to improve their teaching. The freshmen students who viewed the videotapes produced by the apprentices found them useful and showed evidence of greater interest in both biology and instructional television. The videotapes saved teaching time but did not result in increased student achievement. (LB)

ED 079 976 EM 011 338

Lange, Robert. And Others.
Computer Based Test Development Center.
Evaluation Report.

Multnomah County Intermediate Education District, Portland, Oreg.; Oregon State System of Higher Education, Monmouth. Teaching Research Div.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—DPSC-67-4213

Pub Date Jul 70

Note—139p.; See Also EM 011 337

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Computer Storage Devices, Costs, *Educational Objectives, Elementary Education, Information Dissemination, Information Retrieval, Information Storage, Inservice Teacher Education, Instructional Improvement, Interviews, Management, *Program Evaluation, Questionnaires, *Resource Centers, Secondary Education, *Test Construction

Identifiers—Computer Based Test Development Center, Elementary Secondary Education Act Title III, ESEA Title III

A project constructed a Computer-based Test Development Center (COMBAT). It involved the development of instructional objectives and test items and their storage in a computer system from which they could be available to teachers. Project record data, questionnaires, and interviews were used to determine if the objectives were achieved, what the strengths and weaknesses of the system were, and how efficiently the project was run. Evaluation yielded the following results. 1) A pool of 32,000 items was developed, but greater depth and breadth were required. 2) Retrieval costs were too high. 3) The user communication system was effective. 4) In-service training and information dissemination were inadequate. 5) No evidence was obtained which showed a direct effect upon improving instruction. 6) Teachers needed to realize that COMBAT was only emergent, not completed. 7) The management of the project was good. In summary, the project was moderately successful. It showed a computer-based test development center could be built, but not that it effectively improved instruction. Costs must be lowered, the item pool expanded, and teachers better informed about the system. (LB)

ED 079 977 EM 011 341

Slamecka, Vladimir. Jensen, Alton P.

The Audiographic Learning Facility: Objectives and Design. Research Report.

Georgia Inst. of Tech., Atlanta. School of Information Science.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—GITIS-70-08

Pub Date 70

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Educational Resources, Graduate Study, Higher Education, *Instructional Design, Instructional Materials, *Instructional Systems, *Pilot Projects, Program Descriptions, Telephone Instruction, Undergraduate Study

Identifiers—ALF, Audiographic Learning Facility, Georgia Institute of Technology, School of Information and Computer Science, SICS

Details are provided about the Audiographic Learning Facility, a pilot system for remote conversational instruction and learning developed by the School of Information and Computer Science at Georgia Institute of Technology. The report describes how learning materials, stored and reproduced in the form of a graphically supported narrative-lecture/blackboard presentation, are modularly structured into learning units

which are randomly accessible via telephone from student stations. Further information is supplied on the objectives pursued by the development of the Facility, its design characteristics (learning materials, hardware, and control software), and its use for learning in a conversational mode—replacing live classroom in undergraduate and graduate education. (Author/PB)

ED 079 978 EM 011 344

Pieper, William J. And Others

Automated Apprenticeship Training (AAT). A Systematized Audio-Visual Approach to Self-Paced Job Training.

Air Force Human Resources Lab., Lowry AFB, Colo. Technical Training Div.; Applied Science Associates, Inc., Valencia, Pa.

Report No.—AFHRL-TR-72-20

Pub Date Apr 73

Note—241p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Apprenticeships, Audiovisual Aids, Audiovisual Instruction, *Audiovisual Programs, Autoinstructional Aids, *Autoinstructional Programs, Educational Programs, Independent Study, *Job Training, *Low Ability Students, Military Personnel, *Military Training, Performance Tests, Reading Skills, Retarded Readers, Technical Reports

Identifiers—AAT, Air Force Security Police Law Enforcement Security, Airmen Basic Resident Courses, Aptitude Group Design, *Automated Apprenticeship Training, Career Development Courses

Two Automated Apprenticeship Training (AAT) courses were developed for Air Force Security Police Law Enforcement and Security specialists. The AAT was a systematized audiovisual approach to self-paced job training employing an easily operated teaching device. AAT courses were job specific and based on a behavioral task analysis of the two Security Police specialty areas. AAT graduates were compared with graduates of comparable Airmen Basic Resident courses and Career Development Courses by Aptitude Group design. Evaluation criteria included a job specific performance test, an apprentice knowledge test, and supervisor's ratings. Results indicated superior scores for the AAT graduates on all three. AAT reduced the dependence on reading skills, and this, combined with the self-paced and audiovisual features, aided training of low aptitude trainees without penalizing those of higher aptitude. Trainee man-hour requirements were lowered 30% and supervisory manhours 70%. Lastly instructors preferred the AAT courses and easily integrated them into training programs. (Author/PB)

ED 079 979 EM 011 345

Computers and Telecommunications. Economic, Technical and Organisational Issues.

Organisation for Economic Cooperation and Development, Paris (France).

Report No.—OECD-IS-3

Pub Date 73

Note—210p.

Available from—OECD Publications, 2, rue Andre-Pascal, 75775 Paris Cedex 16, France (OECD no. 31.445 1973 \$5.75)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Communications, *Computers, *Economic Factors, Information Needs, Information Networks, Information Science, Information Services, Information Systems, Interinstitutional Cooperation, *International Organizations, International Programs, *Media Technology, National Programs, Policy Formation, Political Issues, State of the Art Reviews, *Telecommunication

Identifiers—OECD, OECD Computer Utilization Group Policy Panel, Organization Economic Cooperation Development

The Organisation for Economic Cooperation and Development's Computer Utilization Group formed a Policy Panel. Its purpose was to assist its member governments by surveying the state of the art of computers and information utilities, to analyze applications and alternative policies relevant to conditions in member countries, and to make policy recommendations. Part I of this report contains the Panel's recommendations that member countries: 1) identify or establish means of coordinating research and operational aspects of computer/communications systems; 2) coordinate large scale experimental programs; and 3)

identify analytical procedures to determine cost/benefit criteria, user needs, technical standards, and economic factors. Part II consists of a consultant's background report which deals with economic, technical, and organizational issues. It reviews a) the basic concepts of, interaction between, and interdependence of computers and telecommunications, b) the services offered, c) the dangers of manipulation, d) macro-economic and market entry issues, e) economic and political constraints, and f) national programs. (Author/PB)

ED 079 980 EM 011 347

Kimball, Ralph B.

Self-Optimizing Computer-Assisted Tutoring: Theory and Practice. Technical Report Number 206.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—IMSSS-TR-206

Pub Date 25 Jun 73

Note—141p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Calculus, *Computer Assisted Instruction, Experiments, Higher Education, Learning Theories, *Problem Solving, Research, Technical Reports, *Tutorial Programs, *Tutoring

Identifiers—Heuristics

Research constructed a computer-assisted instruction (CAI) tutor which could transmit problem solving heuristics, choose examples, handle examples from a range of students, and learn superior student heuristics. Using a student subject model and tutorial strategy, an experiment was conducted with 284 problems. Subject response data indicated the information updating and student learning models could be considered separately since response discontinuities were related to instances of entering failure states. Students made 0.101 fewer additional steps per problem worked than the tutor and 0.011 fewer failures per problem step. Students improved 25% of the solutions and the tutor acquired some novel solutions. The research clarified the definition of a tutor in CAI, established a methodology for problem solving heuristics, defined and supported a model of how student heuristics change after failure, implemented a scheme for tutor improvement, and combined the results of research in symbolic integration and algebraic simplification for use in CAI. Future research should investigate the role of failure in strategy changes, convergence in problem solving, quantitative measures in CAI tutoring, and tutors for other subjects. (LB)

ED 079 981 EM 011 349

Forbis, Yates M.

The Role of College Libraries in the Planning, Development, and Operation of Educational Programs in Multi-purpose Higher Education Consortia.

Spons Agency—Council on Library Resources, Inc., Washington, D.C.

Pub Date 73

Note—5p.; Final Report on a Council on Library Resources Fellowship Project, 1971-72

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Faculty, *College Libraries, *Consortia, *Educational Programs, Higher Education, Librarians, Library Research, Library Surveys, Program Descriptions, *Program Development, *Program Planning

Identifiers—Associated Colleges of Central Kansas, Associated Mid Florida Colleges, Greensboro Tri College Consortium, New Hampshire College and University Council

Information collected by questionnaires, correspondence, and consultation with library personnel at four collegiate consortia shed light upon the role of libraries in the functioning of these consortia. The results showed that many expectations went unmet. Namely, specialized collections were not efficiently built and shared, faculties exhibited jealousy rather than cooperation, administrative demands on staff did not decrease, library staffs were not included in the overall policy making phase for the consortia, and consortia directors did not communicate well with library staffs. On the positive side, where there was inter-library cooperation, materials were exchanged, new courses based upon exchanged materials developed, and uniform circulation systems

developed and these encouraged similar uniformities in other academic areas. Also, library orientation courses for students in the consortia were offered, workshops for library staffs were held, some joint acquisitions were made, and communications between librarians improved. (LB)

ED 079 982 EM 011 352

Lee, S. Young Pedone, Ronald J.

Broadcast and Production Statistics of Public Television Licensees: Fiscal Year 1971.

Corporation for Public Broadcasting, Washington, D.C.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—DHEW-Pub-OE-73-11000

Pub Date 73

Note—97p.; Educational Technology Series; See Also EM 011 353 and EM 011 354

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (\$1.25 domestic postpaid or \$1 GPO Bookstore)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Graphs, *Programming (Broadcast), *Public Television, Questionnaires, *Statistical Data, *Statistical Surveys, Tables (Data)

Identifiers—American Samoa, Corporation for Public Broadcasting, CPB, Puerto Rico, United States

Statistics on broadcast and production hours of public television stations and licensees in the United States, Puerto Rico, and American Samoa for fiscal year 1971 are compiled. The major objective is to provide the public broadcasting community—including legislators, administrators, and researchers, as well as the communications industry as a whole—with essential quantitative information. Material is given for 193 stations owned and operated by 126 licensees and covers public television licensees and stations, total broadcast hours, weekly broadcast hours by day of week, broadcast hours by source of programming, and production hours. Six graphs, 33 summary tables, and 24 detailed tables are used to convey the information. Five appendices deal with public television licensees, computations of broadcast hours, questionnaire items, public television stations which came on the air prior to or during 1971, and broadcast and production statistics for these new entries. Data were collected by the Corporation for Public Broadcasting by means of a survey questionnaire sent to station managers and directors of licensees. (Author/PB)

ED 079 983 EM 011 354

Lee, S. Young Pedone, Ronald J.

Summary Statistics of CPB-Qualified Public Radio Stations: Fiscal Year 1971.

Corporation for Public Broadcasting, Washington, D.C.; National Center for Educational Statistics (DHEW/OE), Washington, D.C.

Report No.—DHEW-Pub-OE-73-11003

Pub Date 73

Note—98p.; Educational Technology Series; See Also EM 011 352 and EM 011 353

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (\$1.25 domestic postpaid or \$1 GPO Bookstore)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Capital Outlay (for Fixed Assets), Costs, *Economic Factors, Employment Patterns, *Employment Statistics, Financial Support, Graphs, Income, Occupational Surveys, Operating Expenses, *Programming (Broadcast), *Radio, Statistical Data, *Statistical Surveys

Identifiers—Corporation for Public Broadcasting, CPB, Puerto Rico, United States

Basic statistics on finance, employment, and broadcast and production activities of 103 Corporation for Public Broadcasting (CPB)-qualified radio stations in the United States and Puerto Rico for Fiscal Year 1971 are collected. The first section of the report deals with total funds, income, direct operating costs, capital expenditures, and other selected financial topics. The second part covers the employment status of the stations' employees by full-time, half-time, and part-time employment in relation to sex and minority groups. The final portion treats broadcast and production figures in terms of total yearly broadcast hours, mean weekly broadcast hours by day of week, broadcast hours by source and type of programming, and local production hours. Data are presented in 11 figures and 43 tables. Four appendices survey criteria for determining assistance eligibility CPB-qualified radio

stations, broadcast hours, and questionnaire items; a fifth lists the stations along with their locations, call letters, and frequencies. (Author/PB)

ED 079 984 EM 011 355

Schwartz, Alice M.

Images and Things: Guide and Program Notes.

National Instructional Television Center, Bloomington, Ind.

Pub Date 72

Note—160p.; See Also EM 011 359

Available from—National Instructional Television Center, Box A, Bloomington, Indiana 47401

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Aesthetic Education, Art, Art Activities, *Art Education, *Art Teachers, Audiovisual Aids, Creative Art, Educational Environment, *Elementary Grades, Films, Fine Arts, Humanities, Humanities Instruction, *Instructional Films, *Teaching Guides

Identifiers—National Instructional Television Center, NITC; *Images and Things

The National Instructional Television Center provides this guide for teachers whose students will be viewing the Images and Things series. The series, composed of 30 films of 20 minutes each, directs attention to the aesthetic and humanistic aspects of art and seeks to help children develop a sense of art appreciation and an ability for art criticism, and to foster artistic creativity. The guide book is designed to help the teacher set a classroom climate which insures maximum response to and learning from each of the 30 programs. For each film a set of notes for the teacher is provided which covers the theme and content of the film, some suggestions for post-viewing discussion and activities, and a short bibliography of related works. A guide to art works, a pronunciation guide, a list of cooperating institutions, museums, and galleries, and some information on the staffs responsible for the series are also appended. (LB)

ED 079 985 EM 011 356

Tanis, Elliot A.

A Computer Laboratory for Mathematical Probability and Statistics.

Hope Coll., Holland, Mich.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jun 73

Note—11p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (Claremont, California, June 18-20, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Instruction, *College Mathematics, Computer Assisted Instruction, *Computer Based Laboratories, Higher Education, Mathematics Instruction, *Probability Theory, Program Descriptions, Speeches, *Statistics, Student Attitudes

Identifiers—Hope College, IBM 1130 Computer

A project concerned with the modification of a mathematical probability and statistics course is described. The course was redesigned to include a weekly two hour laboratory session in which students use an IBM 1130 computer to verify empirically the theoretical proofs learned in the classroom. This project report lists the subroutines furnished to the students and the topics of each of the 15 lab sessions. In addition, descriptions of three laboratory exercises are given by way of illustration, followed by a summary of student reactions and faculty attitudes toward the use of the computer for laboratory work. (LB)

ED 079 986 EM 011 357

Towle, Nelson J. And Others

A Case Study in the Use of Computers To Personalize Instruction.

Florida State Univ., Tallahassee. Computer-Assisted Instruction Center.

Pub Date Jun 73

Note—9p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (Claremont, California, June 18-20, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Autoinstructional Aids, Case Studies (Education), College Instruction, *Computer Assisted Instruction, Costs, Independent Study, Individual Instruction, *Individualized Instruction, Individualized Programs, On Line Systems, Psychology, *Self Pacing Machines, Student Attitudes, Student Testing, *Test Construction, *Test Scoring Machines

Identifiers—CMI, COBOL Coursewriter II, Computer Managed Instruction, FORTRAN

A developmental project in a college psychology course has shown that the computer can be a useful instrument for individualizing student learning and testing by freeing instructors from clerical and test generation tasks. In successive stages, the computer was used for the batch generation of quizzes on each unit of the course, for on-line generation, scoring, and evaluation of quizzes. The COBOL, Coursewriter II, and FORTRAN languages were used, respectively, in the three phases. Evaluation showed that from 80% to 90% of the students completed all units and earned a grade of "A", as compared to 22% when non-individualized approaches were used with the instructors responsible for clerical tasks and test generation. Student reactions were overwhelmingly favorable, and students were able to proceed at their own individual paces. Also, the mean number of attempts to complete each unit declined over successive units for a given student. The cost, however, was relatively high (\$10-30/student/quarter). (LB)

ED 079 987 EM 011 358

Mukerji, Rose Pollak, Ruth S.

Ripples and Guide For Ripples.

National Instructional Television Center, Bloomington, Ind.

Pub Date 71

Note—56p.; See Also EM 011 359

Available from—National Instructional Television Center, Box A, Bloomington, Indiana 47401

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aesthetic Education, Catalogs, *Elementary Grades, *Environmental Education, *Films, *Interpersonal Relationship, *Self Actualization, Teaching Guides, Values

Identifiers—Ripples

"Ripples", the first of these two companion publications, catalogs the group of 36 quarter hour films which collectively go by the same title. The films are designed to help five-to-seven year-old children build human values, increase aesthetic sensitivity, and understand themselves and their changing world. They emphasize relationships—among people, between people and their environment, and among elements in the physical world. A brief description of each of the films is provided by this booklet. The accompanying "Guide for Ripples" provides teachers with an overview of the film program, discusses the centrality of relational concepts in the films, shows how the individual films reinforce each other, and covers the teacher's role in connection with the film series and how it helps the teacher teach. The guide describes each film, reviews its basic ideas, and offers teachers suggestions for further activities which will enhance learning. (PB)

ED 079 988 EM 011 359

Background Material on National Instructional Television, Bloomington, Ind.

National Instructional Television Center, Bloomington, Ind.

Pub Date 73

Note—9p.; See Also ED 070 250, ED 070 251, EM 011 355, EM 011 358 and EM 011 360

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Affective Behavior, *Consortia, *Educational Television, *Elementary Grades, Emotional Development, *Films, Newsletters, Student Attitudes, *Televised Instruction

Identifiers—Images and Things, Inside/Out, National Instructional Television Center, NIT, Ripples

Six separate pieces of information comprise this packet of background material on the National Instructional Television Center (NIT). Two brief descriptive statements provide an overview of the history and current operation of NIT and a summary of the consortium concept as it has been utilized by the Center to produce three series of films—"Ripples," "Images and Things," and "Inside/Out." Following this is a listing of the more than 30 agencies which cooperated to produce "Inside/Out." Lastly, articles from "The New York Times," "TV Guide," and "The Washington Post" discuss "Inside/Out," a 30 episode series which takes an effective approach to the emotional health and well-being of eight-to-ten-year olds. Each of the 15 minute films deals with emotions and attitudes toward death, love, responsibility, or some other subject not usually addressed in the schools. Contrasting points of view are depicted, with it being left to teachers and pupils to resolve the issues raised. (PB)

ED 079 989

EM 011 361

Nuttall, Herbert E., Jr. Himmelblau, David M.
Interactive Computer Assisted Instruction in Teaching of Process Analysis and Simulation.
 Texas Univ., Austin. Project C-BE.
 Spons Agency—National Science Foundation, Washington, D.C.
 Report No.—C-BE-EP-8-4-2-72
 Pub Date 73
 Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Computer Science Education, *Engineering Education, Higher Education, *Interaction, Man Machine Systems, Program Descriptions, *Simulation, Time Sharing
 Identifiers—CDC-6600/6400 Computer, DYFLO, FORTRAN, Process Analysis, Process Dynamics, Process Simulation

To improve the instructional process, time shared computer-assisted instructional methods were developed to teach upper division undergraduate chemical engineering students the concepts of process simulation and analysis. The interactive computer simulation aimed at enabling the student to learn the difficult concepts of process dynamics by allowing him to assess and explore the dynamic behavior of simulated processes, assisted by the provision to him of immediate responses to the user-initiated changes of model parameters or inputs. A CDC-6600/6400 computer was used, along with FORTRAN and the DYFLO dynamic simulation routine. A simulation subroutine was prepared for pieces of process equipment, and homework modules containing information and procedures to be learned were assigned. Objectives of the modules were the transmission of facts and the development of operating experience including concepts such as start-up, shut-down, control, and process parameter sensitivity. Students were favorably oriented toward the material taught and to the computer as an instructional adjunct, and they absorbed factual matter well. However, successful operating experience was not achieved to the desired degree. (Author/PB)

ED 079 990

EM 011 362

Spain, J. D.

Teaching Basic Biological Simulation Techniques With the Programmable Calculator.

American Inst. of Biological Sciences, Washington, D.C. Education Div.
 Pub Date Aug 72
 Note—2p.

Journal Cit.—AIBS News/Education Division; v1 n4 p5-7 August 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biology, *Biology Instruction, Computers, *Digital Computers, Higher Education, *Models, Newsletters, Program Descriptions, *Programming, *Simulation

Identifiers—Michigan Technological University, Olivetti Programma 101 Calculator, Programmable Calculators

The programmable calculator has great potential for the development of simulations which provide new dimensions to instruction in the biological sciences. Basic principles of both biology and simulation itself can be presented. An introductory course on digital computer simulation in biology is now taught at Michigan Technological University; the Olivetti Programma 101 is employed because of its simple programming language and convenient size. The course provides two quarter hours of credit and gives the students direct experience with the development and testing of a variety of biological simulations. Typically, student program and test about 15 models or simulations, and work with 5 additional prepared simulations. They prepare flow charts and write, test, and employ programs to generate data. Both students and instructors find the course gratifying. It effectively teaches the concepts and techniques of simulation, demonstrates the mathematical basis of biology, and indicates that the programmable calculator will soon become an integral part of undergraduate science courses, for simulation and computer modeling as well as for data compilation and statistical analysis. (PB)

ED 079 991

EM 011 366

Friend, Jamesine

Computer-Assisted Instruction in Programming: A Curriculum Description. Technical Report Number 211.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—IMSSS-TR-211

Pub Date 31 Jul 73

Note—93p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Colleges, *Computer Assisted Instruction, *Computer Science Education, Course Descriptions, Individualized Instruction, Junior Colleges, On Line Systems, Program Descriptions, *Programming, Time Sharing

Identifiers—AID, Algebraic Interpretive Dialogue

A course has been developed which provides an introduction to computer programming for community college students who have taken high school algebra. Instruction is presented by computer and a student reference manual is provided. The content resembles that of other introductory courses in computer programming, including topics on stored programs, use of variables, input-output control, syntax of algebraic and logical expressions, use of functions and subroutines, conditional clauses, and branching techniques. The instructional system implements, under computer control, teaching strategies useful to human tutors, such as individualizing the content, pace, and sequence of instruction, allowing for sufficient student control, tailoring wrong answer messages, and providing remedial and extra-credit work. Students are required to interact on-line with a commercially prepared editor-interpretor similar to those found in many timesharing environments. Performance data from the instructional program and the editor-interpretor are stored for retrieval and analysis. The organization of the course, types of exercises used, and content of each lesson are documented and an appendix lists the concepts associated with each exercise. (Author/PB)

ED 079 992

EM 011 367

Jones, Bruce William

Religious Studies as a Test-Case For Computer-Assisted Instruction In The Humanities.

Pub Date Jun 73

Note—7p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (4th, Claremont, California, June 18-20, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Computer Programs, *Experimental Programs, Higher Education, Humanities, *Humanities Instruction, Program Descriptions, *Religious Education, *Undergraduate Study

Identifiers—California State College at Bakersfield, Graf Wellhausen Theory, Religious Studies

Experiences with computer-assisted instructional (CAI) programs written for religious studies indicate that CAI has contributions to offer the humanities and social sciences. The usefulness of the computer for presentation, drill and review of factual material and its applicability to quantifiable data is well accepted. There now exist experimental CAI programs which can also deal effectively with non-quantified, ambiguous subject matter and which can help students develop the skills of interpretation, of analysis, and in making and defending critical judgments. A CAI program in use at California State College at Bakersfield teaches students about the Graf-Wellhausen theory of biblical authorship and the evidence for it, gives them practice in using methods of literary criticism, and elicits judgments about the theory. The program taught the material more effectively than the program's author had been able to do with lectures, and students learned better and more quickly. (PB)

ED 079 993

EM 011 369

Edgar, S. Michael

Teaching Statistics, While Simultaneously Saving Time, Chalk, Etc...

Texas Univ., Arlington. Dept. of Business Administration.
 Pub Date Jun 73

Note—9p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (Claremont, California, June 18-20, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Calculation, *College Instruction, *Computer Assisted Instruction, Computer Programs, Higher Education, *Instructional Innovation, Man Machine Systems, Program Descriptions, *Statistics

Identifiers—360 APL Interactive Terminal

The interactive computer terminal provides an opportunity to teach statistics innovatively. A new computer-assisted instructional (CAI) program helps students by taking over the burden of computation. The instructor introduces a theoretical topic, describes its use, works examples, and has the students work a problem, doing the computation manually. Additional problems are then worked on the computer. The computer programs are written in conversational style to facilitate clear understanding and to reinforce for the students the steps followed. The program: 1) provides an introduction on methodology; 2) asks for data and shows how to enter them; 3) checks data accuracy and conducts calculations; and 4) gives results. Repetition is available and students control what they receive. All relevant portions of a topic are presented at one time, and the user can sample all aspects of the problem which interest him before arriving at the final solution. Students who use the CAI program save time, achieve better overall understanding of statistics, and learn to deal with statistical material from other areas. Their manual computational skills, however, are not well developed. (PB)

ED 079 994

EM 011 370

Lower, Stephen K.

Making the Computer Make a Difference in College Chemistry.

Simon Fraser Univ., Burnaby (British Columbia). Dept. of Chemistry.
 Pub Date Jun 73

Note—10p.; Paper presented at the Conference on Computers in the Undergraduate Curricula (Claremont, California, June 18-20, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Chemistry, *Chemistry Instruction, *Computer Assisted Instruction, Higher Education, Individual Instruction, *Individualized Instruction, *Individualized Programs, Program Evaluation, State of the Art Reviews, Student Attitudes, Student Needs, *Undergraduate Study

Identifiers—ALCHEM, CHEMEX, Simon Fraser University

Both failures and successes have been experienced in the application of the computer to the teaching of introductory chemistry at Simon Fraser University. Chemistry teachers looked to computer assisted instruction (CAI) to improve instruction because CAI effectively dealt with chemical concepts and their practical application and with the wide range of students found in freshman chemistry. Initial CAI short courses failed after the novelty wore off, but an effective CAI problem tutorial—CHEMEX—was designed. Students used it because it met their specific individual needs. A later program—ALCHEM—which consisted of interactive exercises on various chemical principles was less well received by the students, apparently because they did not perceive the usefulness of the exercises. The newest program, a fully individualized CAI course with specific learning objectives for each unit, has been well received by the students and eliminated student failures during its initial semester. In summary, the success of CAI appears to be related as much to the degree of individualization and attention to their needs as perceived by the students as to the quality of the programs themselves. (PB)

ED 079 995

EM 011 371

Lower, Stephen K.

ALCHEM: Exercises in Basic Chemical Concepts; A Computer-Assisted Instruction Program for General Chemistry.

Simon Fraser Univ., Burnaby (British Columbia). Dept. of Chemistry.
 Pub Date Jul 73

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Chemistry, *Chemistry Instruction, *Computer Assisted Instruction, Higher Education, *Instructional Programs, *Instructional Systems, Program Descriptions, *Undergraduate Study

Identifiers—ALCHEM, CAI, Coursewriter III, Simon Fraser University, York/APL

Twenty-one modules from ALCHEM, a computer-assisted instruction program, are presented. ALCHEM consists of a set of modular programs which are used at Simon Fraser University to cover some basic concepts introduced in an introductory college-level general chemistry course. The interactive exercises do not furnish

background information or introduce new material, but serve to help students to become more aware of the meaning of basic chemical concepts, their interrelationships, and their applicability to practical situations. Although ALCHEM is available as a course by itself, its main use is as a depository for computer-assisted instructional (CAI) modules which are copies onto other CAI programs designed for specific chemistry courses. Material developed prior to July 1973 was in the Coursewriter III language; future material will be written in York/APL. (Author/OB)

ED 079 996 EM 011 374

Fostvedt, Donald R.

Computer Processed Sociogram Using Numerical and Vector Printouts.

Lock Haven State Coll., Pa.

Pub Date Jun 73

Note—6p. Paper presented at the Conference on Computers in the Undergraduate Curricula (Claremont, California, June 18-20, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Graphics, *Computer Oriented Programs, Computer Programs, Higher Education, Program Descriptions, *Social Relations, Social Structure, *Sociometric Techniques, Student Teachers, *Student Teaching, Teacher Education

Identifiers—*Computer Processed Sociogram, CPS, Lock Haven State College Pennsylvania, Mark Sense IBM Cards, Mark Sense Machine, Sociograms

A computer processed sociogram (CPS), using a numerical printout and vectors, is being successfully used by teacher trainees at Lock Haven State College during their student teaching. Mark-sense IBM cards are marked by students and punched by the mark-sense machine; the computer program then analyzes the cards, draws vectors and issues a numerical printout to indicate the social structure of the group. The chief advantage is that the student teacher is spared the tedious task of tabulation, but is provided with information about social relations in the class he teaches. Such information can be used to determine class assignments, promote worthwhile interaction, and improve the overall learning climate. It can also be useful as an indicator of maladjustment, as a group therapy, as a variable in innovative educational programs, and as a determinant of optimum teaching styles. The CPS should also be helpful to psychologists, sociologists, and the military, business, and other groups where interaction is important. (Author/PB)

ED 079 997 EM 011 377

Baumann, Paul R.

Computer Aided Instruction in Teaching Thematic Mapping.

Pub Date Jun 73

Note—4p. Paper presented at the Conference on Computers in the Undergraduate Curricula (Claremont, California, June 18-20, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Assisted Instruction, Data Bases, Decision Making, *Decision Making Skills, Geography, *Geography Instruction, Higher Education, Maps, *Map Skills, Program Descriptions, *Undergraduate Study

Identifiers—Biomedical System, BMD, Burroughs B-3500 Computer, Choropleth Maps, CMAP, Isopleth Maps, SYMAP, Symbol Maps, Thematic Maps, Transgeneration Program

A newly developed instructional system for introductory college geography links the computer with the geographer's most traditional and essential tool—the thematic map. The use of the computer overcomes the logistical and mechanical problems associated with the teaching of thematic mapping to large groups and helps the students to focus upon the cardinal issues of decision making. The instructional system consists of a series of modules (data banks, mapping programs, and a transgeneration program) linked by a main program. The data banks contain key variables for a geographic area and data packages needed to construct symbol, choropleth, and isopleth maps. CMAP and SYMAP are the mapping programs. The transgeneration program uses the same approach as the Biomedical (BMD) system. A Burroughs B-3500 computer is used. Students select a theme and variables and input data to the computer. Individual student information is stored on a disc until maps for the entire class are ready to be run at one time. Interviews with students and examination performance indicate the system is successful. (PB)

ED 079 998

Public Broadcasting: Hearings Before the Subcommittee On Communications of the Committee On Commerce, United States Senate. Ninety-Third Congress.

Congress of the U.S., Washington, D.C. Senate Committee on Commerce.

Report No.—SN-93-10

Pub Date Mar 73

Note—485p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D.C. 20402 (Stock No. 5270-01822, \$2.60)

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Broadcast Industry, Budgets, *Educational Radio, *Educational Television, *Federal Legislation, *Financial Support, Government Publications, Program Evaluation, Programming (Broadcast), *Public Television

Identifiers—Communications Act of 1934, Corporation for Public Broadcasting, CPB, Public Broadcasting Service, PBS, Senate Bill 1090, Senate Bill 1228

Transcripts of the hearings held from March 28-30, 1973 are presented. Following opening statements by Senators Pastore and Baker, texts of the Senate bills S.1090 and S.1228 are published. The former sought to amend the Communications Act of 1934, to extend certain authorizations for the Corporation for Public Broadcasting (CPB) and for certain construction grants for noncommercial educational television and radio broadcasting facilities, and for other purposes. The purpose of the latter was to authorize appropriations for fiscal year 1974 for CPB. In addition, testimony from witnesses is recorded, along with additional information received from other individuals not present at the hearings. The report concludes with an evaluation of Public Broadcasting Service (PBS) programming by program managers, with PBS budgets and with PBS programming evaluation reports for the years 1971-72 and 1972-73. (PB)

ED 079 999

Prinn, Elizabeth, Ed.

Access. Challenge for Change/Societe Nouvelle Number Eleven.

National Film Board of Canada, Montreal (Quebec).

Pub Date 73

Note—24p.

Available from—Challenge for Change/Societe Nouvelle, National Film Board of Canada, P. O. Box 6100, Montreal, 101, Quebec

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cable Television, Citizen Participation, *Communication (Thought Transfer), Community Change, History Instruction, Leadership, Periodicals, Programming (Broadcast), *Social Change, *Video Tape Recordings

Identifiers—*Access, Appalachia, Canada, CATV, CCSN, Challenge for Change Societe Nouvelle, Government of Canada, National Film Board of Canada

Access is a journal published three or four times a year by Challenge for Change/Societe Nouvelle (CCSN). CCSN is an experimental program established by the Government of Canada as a cooperative effort between the National Film Board of Canada and certain of the Government's departments. Its purposes are to improve communications, create greater understanding, promote new ideas, and provoke social change. The seven major articles in this issue deal with: 1) portable video tape and the creation of regional consciousness in Appalachia; 2) citizen participation in Canadian cable (CATV) programming; 3) new functions for CATV; 4) principles and procedures of leadership for community change; 5) environmental education by films; 6) video tape recording as a tool of cross cultural communication; and 7) the use of video taping in the teaching of history. (PB)

FL

ED 080 000

Greenman, Joseph G.

The Language Situation in Israel as Related to Sociolinguistics.

Pub Date 72

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

EM 011 387

Descriptors—Arabic, Attitudes, Diachronic Linguistics, Diglossia, *Hebrew, Language Development, Language Planning, *Language Research, *Language Role, Language Usage, Literature Reviews, *Multilingualism, Official Languages, Pronunciation, Second Languages, Semitic Languages, *Sociolinguistics, Standard Spoken Usage, Synchronic Linguistics, Yiddish

This paper provides a sociolinguistic discussion of the language situation in Israel, based on relevant linguistic and Hebrew literature and on the author's two year visit to the area. The author discusses the background and use of the many different languages spoken in the country; the function of each language is described. Characteristics of Hebrew as it is spoken in Israel are noted; four main varieties are mentioned. One portion of the paper reports on current research and suggests areas for future sociolinguistic study. An appendix provides examples of the multilingual situations that arise in specific Israeli homes, characteristics of multilingual situations throughout the Israeli population. (VM)

ED 080 001

FL 004 001

Kucekova, Eva

E.I.L. Czech: An Audio-Lingual Course with Correlated Tapes, Volume I.

Experiment in International Living, Putney, Vt.

Pub Date 1 Jun 71

Note—265p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Audiolingual Methods, Audiolingual Skills, Basic Skills, Conversational Language Courses, *Cultural Education, *Czech, Independent Study, Instructional Materials, Intensive Language Courses, *Language Instruction, Language Proficiency, Listening Comprehension, Pattern Drills (Language), Second Language Learning, Speech Skills, Substitution Drills, *Textbooks

The basic textbook for Czech contains 10 units. The text is adaptable for use in an academic institution (anticipated completion time is one year), in an intensive program (completion time is 90-120 hours), or in independent study. The vocabulary is limited, and only basic and essential grammar is included. Although audiolingual skills are stressed, reading and writing skills may be taught at the discretion of the teacher. Each unit contains a conversation, oral drill materials on the conversation and new vocabulary, pronunciation drills, extensive pattern practices on structural items, conversational drills, translation exercises, narratives for reading practice, a grammatical synopsis, a lexical summary, and supplementary materials for teaching Czech culture. Correlated, taped materials and visual aids are intended for use with the text. These materials are available from The Experiment Press, Putney, Vermont. (DD)

ED 080 002

FL 004 002

Thurston, Maiken

[E.I.L.] Swedish: Basic Audio-lingual Course with Correlated Tapes, Volume I.

Experiment in International Living, Putney, Vt.

Pub Date 6 Jun 70

Note—221p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Audiolingual Methods, Audiolingual Skills, Basic Skills, *Conversational Language Courses, *Cultural Education, Independent Study, Instructional Materials, Intensive Language Courses, *Language Instruction, Language Proficiency, Listening Comprehension, Pattern Drills (Language), Second Language Learning, Speech Skills, Substitution Drills, *Textbooks

Identifiers—*Swedish

This basic textbook for Swedish contains 10 units. The text is adaptable for use in an academic institution, in an intensive program, or in independent study. The vocabulary is limited, and only basic and essential grammar is included. Although audiolingual skills are stressed, reading and writing skills may be taught at the discretion of the teacher. Each unit contains a culturally-oriented conversation, oral drill materials on the conversation and new vocabulary, pronunciation drills, extensive pattern practices on structural items, conversation drills, translation exercises, narratives for reading practice, and a grammatical synopsis. Correlated, taped materials should be used with the text. Taped materials are available from The Experiment Press, Putney, Vermont. (DD)

ED 080 003

FL 004 004

Neto, Francisco Q. Salerno, Tomas A.
E.I.L.L. Portuguese: Basic Audio-Lingual Course
with Correlated Tapes, Volume 1.

Experiment in International Living, Putney, Vt.
Pub Date 1 Jun 68

Note—160p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Audiolingual Methods, Audiolingual Skills, Basic Skills, Conversational Language Courses, Cultural Education, Independent Study, Instructional Materials, Intensive Language Courses, *Language Instruction, Language Proficiency, Listening Comprehension, Pattern Drills (Language), *Portuguese, Second Language Learning, Speech Skills, Substitution Drills, *Textbooks

Identifiers—*Brazilian Portuguese

This basic textbook for Brazilian Portuguese contains 10 units. The text is adaptable for use in an academic institution (anticipated completion time is one academic year), in an intensive program (completion time is 90-120 hours), or in independent study. The vocabulary is limited, and only basic and essential grammar is included. Although audiolingual skills are stressed, reading and writing skills may be taught at the discretion of the teacher. Each unit contains a culturally-oriented conversation, oral drill materials on the conversation and new vocabulary, pronunciation drills, extensive pattern practices on structural items, conversational drills, translation exercises, some narratives for reading practice, and a grammatical synopsis. Correlated, taped materials should be used with the text. Taped materials are available from The Experiment Press, Putney, Vermont (DD)

ED 080 004

FL 004 010

Hornshy, Iedje de Wilde

E.I.L.L. Dutch: An Audio-Lingual Course with Correlated Tapes, Volume 1.

Experiment in International Living, Putney, Vt.
Pub Date 1 Jun 69

Note—196p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Audiolingual Methods, Audiolingual Skills, Basic Skills, Conversational Language Courses, Cultural Education, *Dutch, *Dutch Culture, Independent Study, Instructional Materials, Intensive Language Courses, *Language Instruction, Language Proficiency, Listening Comprehension, Pattern Drills (Language), Second Language Learning, Speech Skills, Substitution Drills, *Textbooks

This basic textbook for Dutch contains 10 units. The text is adaptable for use in an academic institution (anticipated completion time is one academic year), in an intensive program (completion time is 90-120 hours), or in independent study. The vocabulary is limited, and only basic and essential grammar is included. A brief introduction contains information on Dutch linguistic history. Although audiolingual skills are stressed, reading and writing skills may also be taught at the discretion of the teacher. Each unit contains a conversation oral drill materials on the conversation and new vocabulary, pronunciation drills, extensive pattern practices on structural items, conversational drills, translation exercises, narratives for reading practice, a grammatical synopsis, a lexical summary, and supplementary materials for teaching Dutch culture. Correlated, taped materials should be used with the text. Correlated tapes are available from The Experiment Press, Putney, Vermont (DD)

ED 080 005

FL 004 091

Zillo, Frank

The Birth and Death of the Audio-Lingual Method.

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiolingual Methods, English (Second Language), Federal Aid, Federal Programs, Foreign Relations, Instructional Program Divisions, *Language Instruction, *Modern Languages, *Second Languages, *Teaching Methods

This general review of the development and demise in popularity of the "audiolingual" method of teaching second languages in America underscores the impact of World War II on the changing needs of the country's manpower resources in the field of international relations. The author develops the thesis that the urgent need for speakers of second languages during the

last three decades in America gave rise to the "audiolingual method" of instruction. The current international status of English has obviated the rationale for massive federal support and for the audiolingual method of language instruction. (RL)

ED 080 006

FL 004 119

Oliverius, Zdenek F.

Componential Analysis of the Russian Case System.

Monash Univ., Clayton, Victoria (Australia).

Pub Date 70

Note—17p.; In Linguistic Communications, 2, 1970. Paper presented at the 13th Congress of the Australasian Universities Language and Literature Association, Monash University, August 12-19, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Case (Grammar), *Componential Analysis, *Descriptive Linguistics, Distinctive Features, Language Universals, Linguistic Theory, *Russian, *Semantics, Sentence Structure, Synchronic Linguistics, Syntax

The author argues that a componential analysis of Russian case desinences is possible and useful, and that it consequently deserves a place in the linguistic analysis of Contemporary Standard Russian. The two basic assumptions of the author's theory are: first, that the meaning of cases reflects primarily the relation of substantives to the action indicated by verbs (any relevance to syntax is secondary), and second, that all values of semantic variables (items within a paradigm) are subordinated to certain unifying principles and consequently are more or less homogeneous. Because of these two assumptions, the author maintains that the case system of Contemporary Standard Russian can be described as an orthogonal paradigm where each term is defined by one value of each dimension and all possible combinations of values are represented. The author summarized his observations on the primary semantic functions of Russian cases and includes the theories of several other linguists for comparison. A chart illustrating the author's orthogonal analysis of the Russian case system is provided. (Author/VM)

ED 080 007

FL 004 153

Southeast Asian Ministers of Education Organization, Regional English Language Centre, Singapore: Program of Activities, 1972-1976.

Regional English Center (Singapore).

Pub Date Oct 72

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Course Descriptions, *Cultural Centers, *Educational Improvement, Educational Needs, *Educational Objectives, *English (Second Language), Information Centers, Instructional Materials, *Language Instruction, Language Research, Learning Activities, Libraries, Publications, Regional Cooperation, Research Projects, Second Language Learning, Teacher Education

Identifiers—*Regional English Language Centre, RELC

This brochure describes the work of the Regional English Language Centre (RELC), located in Singapore and established by the Southeast Asian Ministers of Education Organization (SEAMEO): Indonesia, Khmer Republic, Laos, Malaysia, the Philippines, Singapore, Thailand, and Vietnam are the member countries. The fundamental purpose of the Centre is the improvement of standards of teaching English as a second or foreign language in the member countries. The Centre operates in response to regional needs as identified by member countries, and its general approach is problem-oriented. This document outlines the work of the Centre in areas of teacher training, research, instructional materials development, library and information work, publications, and activities to promote regional cooperation. (VM)

ED 080 008

FL 004 165

McGregor, G. P.

English in Africa: A Guide to the Teaching of English as a Second Language with Particular Reference to the Post-Primary School Stages.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 71

Note—214p.; UNESCO Source Books on Curricula and Methods, 4

Available from—Heinemann Educational Books Ltd., 48 Charles St., London W1X 8AH, England (\$9.00)

Document Not Available from EDRS.

Descriptors—African Culture, Audiovisual Aids, Drama, Educational Attitudes, *English (Second Language), Grammar, Instructional Materials, Language Planning, Language Role, *Language Skills, Oral Communication, Poetry, Reading Skills, *Secondary Education, Second Language Learning, Study Skills, *Teaching Guides, *Teaching Methods, Vocabulary Development, Writing Skills

Identifiers—Africa

This UNESCO source book concerns the development of the teaching of English as the language of instruction in English-speaking Africa with particular attention to the problems of the secondary school course. It is intended primarily for African educators in senior positions who have not had a chance to receive formal training in teaching English as a second language. The various chapters concern issues which are vital to an English-as-a-second-language course at the secondary level: aims and attitudes, vocabulary selection and the grading of teaching materials, reading, writing, study skills, grammar, speech, drama, and poetry. The author stresses the importance of a solid foundation in the first year of a student's English study. The final chapter offers suggestions for preparing students for the School Certificate test when they have not had an adequate introduction to English. Appendixes concern audiovisual aids, English language testing, and recommended reading. (VM)

ED 080 009

FL 004 187

Dernorsek, Cheryl

Attrition in Foreign Language Instruction.

Pub Date [73]

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Dropout Rate, *Dropout Research, Educational Research, Enrollment Trends, Instructional Programs, *Language Enrollment, Language Instruction, *Modern Languages, *Secondary Schools, Surveys

This discussion of attrition in foreign language instruction in high schools focuses on two questions: How many students drop out? and Why do they drop out? In the first part, the 1970 figures for enrollments in foreign languages in public secondary schools are examined. The overall decline of -1.5% reflects a decrease in Course I enrollments but an increase in enrollments for Courses II-VI; this is interpreted in light of changing requirements. In the second part, the author provides an explanation of the dropout rate based on recent attrition studies. These point to several causes of foreign language attrition: (1) loss of interest, (2) requirements completed, (3) poor grades, (4) next level too hard, (5) scheduling difficulties, and (6) boring, irrelevant classes. (Author/RL)

ED 080 010

FL 004 258

Lamedella, John T.

Innateness Claims in Psycholinguistics.

Pub Date [73]

Note—29p.; Revised version of a paper presented at the University of California, Santa Barbara, November 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biological Influences, Child Language, *Cognitive Processes, Deep Structure, Descriptive Linguistics, Evolution, Information Processing, *Language Development, Language Universals, Linguistic Competence, Linguistic Performance, Linguistic Theory, *Neurolinguistics, *Physiology, *Psycholinguistics, Surface Structure, Transformation Theory (Language)

While agreeing with psycholinguistic and neurolinguistic theories that suggest that innate language-related cognitive structures are the basis of language development, the author seeks to establish what it is that is innate and what is meant by innateness in the first place. The author considers the claims of psychological relevance made on behalf of Chomsky's transformational model and outlines a neuropsychological framework by which one could consider descriptions of genetically-determined cognitive-linguistic processes existing as the product of the evolution of the human nervous system. (VM)

ED 080 011

FL 004 286

Kleederman, Frances
Black English: Two Viewpoints.
 Pub Date 28 Apr 73

Note—23p.; Paper presented at the Symposium of the Association of New Jersey College and University Professors, Ocean County College, Toms River, New Jersey, April 28, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, Contrastive Linguistics, Creoles, Cultural Background, *Deep Structure, Diachronic Linguistics, Grammar, *Language Development, *Linguistic Theory, Literature Reviews, *Negro Dialects, Nonstandard Dialects, Pidgins, *Research Methodology, Social Dialects, Sociolinguistics, Surface Structure, Synchronic Linguistics, Verbs

This paper focuses on the two main schools of thought concerning the structure of Black English and its relationship to other dialects. One approach is that of the social dialectologists who claim that Black English shares features and origins of white non-standard Southern speech; the frequency with which specific features occur in actual speech constitutes the dialect differences. On the other side, the Creolists contend that Black English can be traced to pidgin and creole-based systems originating in coastal West African languages; the deep structural differences in Black English represent underlying vestiges of its West African origin. These two viewpoints are considered in their analysis of the verb system of Black English, specifically with respect to the verb "be" and to verb agreement and aspect. The social and educational implications of these theories are also discussed. (VM)

ED 080 012

FL 004 302

Topping, Donald M.

Chamorro Orthography: A Final Report on the Decisions of the Marianas Orthography Committee.

Hawaii Univ., Honolulu. Pacific and Asian Linguistics Inst.

Pub Date Feb 71

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Alphabets, Capitalization (Alphabetic), Committees, Consonants, Function Words, *Language Standardization, Letters (Alphabet), *Official Languages, Orthographic Symbols, Phonetics, *Spelling, Suffixes, Syllables, Uncommonly Taught Languages, Vowels, *Written Language

Identifiers—*Chamorro

This paper presents a summary of the decisions made by the members of the Marianas Orthography Committee and contains recommendations and general rules for official and formal adoption into the writing system of the Chamorro language throughout the Mariana Islands. The committee presents the general rules with the hope that they will be followed by all persons who are involved in writing official papers of any kind in the Chamorro language; such as school texts, legal documents, newspaper publications, and biblical texts. The rules concern capitalization; choice of alphabetic symbols; diphthongs, consonants and vowels in various environments and circumstances; spelling of borrowed words; free words; affixes; clitics; and reduplication and infixes. (VM)

ED 080 013

FL 004 506

Fishman, Joshua A.

The Sociology of Language: An Interdisciplinary Social Science Approach to Language in Society.

Pub Date 72

Note—250p.

Available from—Newbury House Publishers, Inc., 68 Middle Road, Rowley, Mass. 01969 (\$8.50)

Document Not Available from EDRS.

Descriptors—Bilingualism, Language, *Language Patterns, Linguistic Patterns, *Linguistics, *Linguistic Theory, Sociocultural Patterns, *Sociolinguistics, Sociology, *Textbooks

This text on the sociology of language, hear defines as "...a focus upon the entire gamut of topics related to the social organization of language behavior," lays the groundwork for the theoretical development of this emerging branch of linguistics. The author proposes that sociolinguists investigate everything concerned with language from the standpoint of social function rather than from other more traditional linguistic perspectives. An introduction to the text is fol-

lowed by sections on: (1) the emerging science, (2) basic sociolinguistic concepts, (3) interactional sociology of language: micro and macro, (4) societal differentiation and repertoire range, (5) societal bilingualism: stable and transitional, (6) language maintenance and language shift, (7) sociocultural organization: language constraints and language reflections, (8) applied sociology of language, and (9) linguistics: the science of code description and an addendum for non-linguists. A reading list is included. (RL)

ED 080 014

FL 004 511

Fishman, Joshua A.

Language and Nationalism: Two Integrative Essays.

Pub Date 72

Note—184p.

Available from—Newbury House Publishers, Inc., 68 Middle Road, Rowley, Mass. 01969 (\$8.95)

Document Not Available from EDRS.

Descriptors—Cultural Awareness, Cultural Factors, *Developing Nations, *Language Planning, Language Research, Language Role, *Language Usage, *Nationalism, National Programs, Official Languages, Policy Formation, Political Attitudes, Social Factors, Social Planning, Social Psychology, Sociocultural Patterns, *Sociolinguistics, Standard Spoken Usage

The extent to which the language planning that has been pursued in many localities and in many periods has been guided by nationalism, that is, by "...the social movements, attitudes, and ideologies which characterize the behavior of nationalities engaged in the struggle to achieve, maintain or enhance their position in the world" (Wirth 1936) is examined in this text. The study familiarizes the reader with the formations and the transformations of nationalism itself, and also examines how and why language commonly comes to be one of the ingredients in nationalist goals and programs. Two essays deal with the nature of nationalism and the impact of nationalism on language and language planning. A bibliography and index are included. (RL)

ED 080 015

FL 004 515

Ehrlich, Roselin Shore, Marietta Saravia

St. Martin Parish Bilingual Program. Content Analysis Schedules for Bilingual Education Programs.

City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.

Pub Date May 72

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biculturalism, *Bilingualism, Cognitive Development, *Content Analysis, Curriculum Design, Educational Finance, *English, *French, Kindergarten Children, Learning Theories, Program Costs, Self Esteem, Sociolinguistics, Student Grouping, Tests, Tutoring

Identifiers—Louisiana, *Project BEST, St. Martinville

This content analysis schedule for the St. Martin Parish Bilingual Program of St. Martinville, Louisiana, presents information on the history, funding, and scope of the project in its second year. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Inserts included in this schedule, which has been verified, are an evaluation design and information on instructional program, such as tests to determine French/English dominance. (SK)

ED 080 016

FL 004 516

Hess, Richard T. Shore, Marietta Saravia

Healdsburg Bilingual Education. Content Analysis Schedule for Bilingual Education Programs.

City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.

Pub Date 10 Jun 72

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biculturalism, *Bilingualism, Cognitive Development, *Content Analysis, Curriculum Design, Educational Finance, *English, Learning Theories, Mexican Americans, Program Costs, Self Esteem, Sociolinguistics, *Spanish, Student Grouping, Tutoring

Identifiers—California, Healdsburg, *Project BEST

This content analysis schedule for the Bilingual Education Program of the Healdsburg Union Elementary School District of Healdsburg, California, presents information on the history, funding, and scope of the project in its second year. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. This schedule has been verified. (SK)

ED 080 017

FL 004 517

Wood, Ruth Lavine, Linda

San Francisco Chinese Bilingual Pilot Program. Content Analysis Schedule for Bilingual Education Programs.

City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.

Pub Date 10 May 71

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biculturalism, *Bilingualism, *Cantonese, Chinese Americans, Cognitive Development, *Content Analysis, Curriculum Design, Educational Finance, *English, Learning Theories, Program Costs, Self Esteem, Sociolinguistics, Student Grouping, Tutoring

Identifiers—*Project BEST, San Francisco

This content analysis schedule for the Chinese Bilingual Pilot Program of the San Francisco Unified School District presents information on the history, funding, and scope of the project in its second year. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. This schedule has been verified by the project. (SK)

ED 080 018

FL 004 518

Hess, Richard T. And Others

Tucson Bilingual Bicultural Project. Content Analysis Schedule for Bilingual Education Programs.

City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.

Pub Date 30 Jun 71

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education Programs, *Biculturalism, *Bilingualism, Cognitive Development, *Content Analysis, Curriculum Design, Educational Finance, *English, Learning Theories, Mexican Americans, Pre School Children, Program Costs, Self Esteem, Sociolinguistics, *Spanish, Student Grouping, Tutoring

Identifiers—*Project BEST, Tucson

This content analysis schedule for the Bilingual Bicultural Project of School District 1 of Pima County, Tucson, Arizona, presents information on the history, funding, and scope of the project in its second year. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, cur-

riculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. This schedule has been verified by the project. (SK)

ED 080 019 FL 004 519

Ehrlich, Roselin Shore, Marietta Saravia
Bilingual Education Program, Adelante! Content Analysis Schedule for Bilingual Education Programs.

City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
Pub Date Feb 73
Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biculturalism, *Bilingualism, Cognitive Development, *Content Analysis, Curriculum Design, Educational Finance, *English, High School Students, Junior High School Students, Learning Theories, Mexican Americans, Program Costs, Self Esteem, Sociolinguistics, *Spanish, Student Grouping, Tutoring

Identifiers—California, *Project BEST, St. Helena

This content analysis schedule for the Bilingual Education Program, Adelante, of St. Helena, California, presents information on the history, funding, and scope of the project in its second year. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. This schedule has not been verified. (SK)

ED 080 020 FL 004 520

Ludanyi, R. P. Shore, Marietta Saravia
Plan for Implementing a Bilingual Education Program, Kolehon Mandikike. Content Analysis Schedule for Bilingual Education Programs.

City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
Pub Date Feb 72
Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biculturalism, *Bilingualism, Cognitive Development, *Content Analysis, Curriculum Design, Educational Finance, *English, Instructional Materials, Kindergarten Children, Learning Theories, Program Costs, Self Esteem, Sociolinguistics, Self Improvement, Student Grouping, Tutorial Programs, Tutoring

Identifiers—Agana, Chamorro, Guam, *Project BEST

This content analysis schedule for A Plan for Implementing a Bilingual Education Program—Kolehon Mandikike—of Agana, Guam, presents information on the history, funding, and scope of the project in its second year. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. This schedule has been verified. (SK)

ED 080 021 FL 004 521

Charas, Sheila Hess, Richard T.
Los Angeles Bilingual Schools Program. Content Analysis Schedule for Bilingual Education Programs.

City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
Pub Date 2 Dec 71
Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biculturalism, *Bilingualism, Cognitive Development, Community Involvement, *Content Analysis, Curriculum Design, Educational Finance, *English, Kindergarten Children, Learning Theories, Mexican Americans, Program Costs, Self Esteem, Sociolinguistics, *Spanish, Student Grouping, Tutoring

Identifiers—Los Angeles, *Project BEST

This content analysis schedule for the Bilingual Schools Program of the Los Angeles Unified School District presents information on the history, funding, and scope of the project in its second year. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Additional information is included on instructional materials, parent involvement, student tutors, and plans to develop the school as a community center. This schedule has not been verified. (SK)

ED 080 022 FL 004 522

Nafus, C. Lavine, Linda
Calexico Intercultural Design. Content Analysis Schedule for Bilingual Education Programs.

City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
Pub Date 2 Jun 72
Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biculturalism, *Bilingualism, Cognitive Development, *Content Analysis, Curriculum Design, Educational Finance, Elementary School Students, *English, High School Students, Junior High School Students, Learning Theories, Mexican Americans, Program Costs, Self Esteem, Sociolinguistics, *Spanish, Student Grouping, Tutoring

Identifiers—California, *Project BEST

This content analysis schedule for the Calexico Intercultural Design of Calexico, California, presents information on the history, funding, and scope of the project in its second year. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Inserts include a list of detailed objectives for teacher schedules. This analysis has been verified. (SK)

ED 080 023 FL 004 523

Ludanyi, R. P. Ehrlich, Roselin
Santa Fe Bilingual-Bicultural Education Program. Content Analysis Schedule for Bilingual Education Programs.

City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
Pub Date Mar 72
Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biculturalism, *Bilingualism, Cognitive Development, *Content Analysis, Curriculum Design, Educational Finance, Elementary School Students, *English, Learning Theories, Mexican Americans, Program Costs, Self Esteem, Sociolinguistics, *Spanish, Student Grouping, Tutoring

Identifiers—New Mexico, *Project BEST, Santa Fe

This content analysis schedule for the Santa Fe Bilingual-Bicultural Education Program of Santa Fe, New Mexico, presents information on the history, funding, and scope of the project in its second year. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. This schedule has been verified by the project coordinator. (SK)

guages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. This schedule, which has been verified, includes additional information books and audio-visual materials concerning bilingual education. Attached is an insert on the Human Development Program. (SK)

ED 080 024 FL 004 524

Ludanyi, R. P. And Others
Fresno Bilingual-Bicultural Title VII Proposal. Content Analysis Schedule for Bilingual Education Programs.

City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
Pub Date 14 May 71
Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biculturalism, *Bilingualism, Cognitive Development, *Content Analysis, Curriculum Design, Educational Finance, *English, Junior High School Students, Kindergarten Children, Learning Theories, Mexican Americans, Program Costs, Self Esteem, Sociolinguistics, *Spanish, Student Grouping, Tutoring

Identifiers—California, Fresno, *Project BEST

This content analysis schedule for the Bilingual-Bicultural Title VII Proposal of Fresno, California, presents information on the history, funding, and scope of the project in its second year. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. This schedule has been verified by the project. (SK)

ED 080 025 FL 004 525

Davis, G. A. Charas, Sheila
Sacramento Early Childhood Bilingual Education. Content Analysis Schedule for Bilingual Education Programs.

City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.
Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.
Pub Date 29 Jun 72
Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biculturalism, *Bilingualism, Cognitive Development, *Content Analysis, Curriculum Design, Educational Finance, Elementary School Students, *English, Kindergarten Children, Learning Theories, Mexican Americans, Pre School Children, Program Costs, Self Esteem, Sociolinguistics, *Spanish, Student Grouping, Tutoring

Identifiers—California, *Project BEST, Sacramento

This content analysis schedule for the Early Childhood Bilingual Education Program of Sacramento, California, presents information on the history, funding, and scope of the project in its second year. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. This schedule has been verified by the project coordinator. (SK)

ED 080 026

FL 004 526

Ehrlich, Alan G.

Stockton Demonstration Bilingual Project. Content Analysis Schedule for Bilingual Education Programs.

City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.

Pub Date Nov 71

Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biculturalism, *Bilingualism, Cognitive Development, *Content Analysis, Curriculum Design, Educational Finance, Elementary School Students, *English, Kindergarten Children, Learning Theories, Mexican Americans, Program Costs, Self Esteem, Sociolinguistics, *Spanish, Student Grouping, Tutoring Identifiers—California, *Project BEST, Stockton

This content analysis schedule for a Demonstration Bilingual Project of Stockton, California, presents information on the history, funding, and scope of the project in its second year. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. Attached to the report are the objectives of the Social Studies and Science product/process. The schedule has been verified by the project. (SK)

ED 080 027

FL 004 527

Nafus, C. Shore, Marietta Saravia

Phoenix Union Bilingual Program. Content Analysis Schedule for Bilingual Education Programs.

City Univ. of New York, N.Y. Hunter Coll. Bilingual Education Applied Research Unit.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.

Pub Date 28 Apr 71

Note—47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biculturalism, *Bilingualism, Cognitive Development, *Content Analysis, Curriculum Design, Educational Finance, *English, High School Students, Junior High School Students, Learning Theories, Mexican Americans, Program Costs, Self Esteem, Sociolinguistics, *Spanish, Student Grouping, Tutoring Identifiers—Arizona, Phoenix, *Project BEST

This content analysis schedule for the Phoenix Union Bilingual Program of Phoenix, Arizona, presents information on the history, funding, and scope of the project in its third year. Included are sociolinguistic process variables such as the native and dominant languages of students and their interaction. Information is provided on staff selection and the linguistic background of project teachers. An assessment is made of the duration and extent of the bilingual component, and the methods of second language teaching in general. Included is an analysis of materials, student grouping, tutoring, curriculum patterns, and cognitive development. The report also discusses self-esteem, learning strategies, the bicultural and community components, and means of evaluation. This schedule has been verified by the project. (SK)

HE

ED 080 028

HE 003 965

Isgar, Tom Isgar, Susan

A Leadership Training Program: Using Cross-Cultural Experiences.

National Student Education Association, Washington, D. C. Tutorial Assistance Center.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-207

Pub Date Apr 68

Note—175p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-183 069 MF \$1.45, PC \$6.00)

Document Not Available from EDRS.

Descriptors—*Cross Cultural Training, Field Experience Programs, Higher Education, *Institutes (Training Programs), Intercultural Programs, *Internship Programs, Leadership Qualities, Leadership Styles, *Leadership Training, Program Descriptions, *Tutorial Programs, Tutoring

The Institute for Tutorial Development, April 1967-68, was designed to encompass field work, seminars, community housing, and intense group and personal interactions in an effort to give tutorial interns an educational experience during the 8-week session. Following introductory material, this report describes various facets of the institute program. These areas include orientation, community housing, group meetings, field work, reality, perceptions, problems, searching, riots, parishhood, end of training evaluation, re-entry, post re-entry evaluation, plans for home tutorials, follow through on tutorial plan, working and conclusions. Conclusions indicate program success. Appendices include related program material. (MJM)

ED 080 029

HE 003 966

Sloan, Frank A.

The Demand for Medical Education - A Study of Medical School Applicant Behavior.

Rand Corp., Santa Monica, Calif.

Report No.—P-4075

Pub Date Apr 69

Note—41p.; Doctoral Theses

Available from—National Technical Information Service, Springfield, Va. 22151 (AD-687213, MF \$1.45, PC \$3.00)

Document Not Available from EDRS.

Descriptors—Costs, Doctoral Theses, Educational Economics, Educational Finance, Educational Objectives, *Educational Policy, *Higher Education, *Manpower Development, *Medical Education, Medical Schools, Medical Students, *Policy Formation, Productivity, Statistical Data, Student Behavior

A primary concern of the study is the policy instruments which may be used to affect production levels of the medical education system. It has been suggested that one possible way to stimulate medical school expansion is through policies which act on demand for medical education. Two series, total applicants and applicants to medical schools with superior college records, were analyzed. (Author)

ED 080 030

HE 003 967

Rosenthal, Carl F.

Social Conflict and Collective Violence in American Institutions of Higher Learning. Volume 2. Bibliography.

American Institutes for Research (CRESS), Kensington, Md.

Spons Agency—National Inst. of Law Enforcement and Criminal Justice, Washington, D.C.

Report No.—LEAA-NI-70-007

Pub Date Jan 71

Note—357p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-210 161, MF \$1.45, PC \$6.00)

Document Not Available from EDRS.

Descriptors—Activism, Annotated Bibliographies, Colleges, *College Students, *Demonstrations (Civil), *Higher Education, Historical Reviews, Social Behavior, *Student Attitudes, *Student Behavior, Universities, Violence

This volume of a 2 volume report consists of an annotated, cross-cultural bibliography of student social values and political behavior. The United States Bibliography sources date to the beginnings of American higher education, and are divided into historical and contemporary studies. The foreign citations, which date from after World War II, are organized by countries within geographic regions. Related document is HE 003 969. (Author)

ED 080 031

HE 003 968

Clinical Pharmacy Education and Training Program: A Special Report.

American Association of Colleges of Pharmacy, Silver Spring, Md.

Spons Agency—National Center for Health Services Research and Development (DHEW/PHS), Rockville, Md.

Report No.—HSRD-71-43

Pub Date Feb 72

Note—233p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-208 105, MF \$1.45, PC \$3.00)

Document Not Available from EDRS.

Descriptors—*Clinical Experience, *Health Occupations, *Health Services, *Medical Education, *Pharmacists, State of the Art Reviews

The purpose of the report is to give a state-of-the-art picture of clinical pharmacy education and training in the United States as represented by 4 prototype pharmacy school curricula chosen for documentation by the American Association of Colleges of Pharmacy. Criteria for selection relate to the environment in which the various curricula are being presented; namely, (1) a setting in which pharmacy education is integrated with that of other health professionals in a university medical center complex; (2) a setting in which pharmacy and medical education co-exist on a common campus; and (3) a setting in which the pharmacy school is isolated from any of the health professions. The findings embodied in this report are expected to serve as guidelines for schools of pharmacy wishing to adopt any of the approaches presented. The documentation covers administrative features, such as faculty requirements, as well as subject content. (Author)

ED 080 032

HE 003 969

Rosenthal, Carl F.

Social Conflict and Collective Violence in American Institutions of Higher Learning. Volume 1. Dynamics of Student Protest.

American Institutes for Research (CRESS), Kensington, Md.

Spons Agency—National Inst. of Law Enforcement and Criminal Justice, Washington, D.C.

Report No.—LEAA-NI-70-007

Pub Date Jan 71

Note—156p.

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-210 160, MF \$1.45, PC \$3.00)

Document Not Available from EDRS.

Descriptors—Activism, Colleges, *College Students, *Demonstrations (Civil), *Higher Education, Historical Reviews, *Social Behavior, *Student Attitudes, Student Behavior, Universities, Violence

This volume of a 2 volume report presents an historical study of collective student conflict and violence in America and a framework for analyzing the internal and external dynamics of current student disorders in America. In the historical segment collective student behavior is categorized into 4 classes: faddism, deprivation, normative action, and ideological. Each type of demonstration is seen as evolving through 4 phases: pro-mobilization, mobilization, demonstration, and post-demonstration. Countermeasures appropriate to specific internal factors, e.g., students, faculty, administration, etc., and external factors, e.g., police, public media, etc., are suggested for each phase. A related document is HE 003 967. (Author)

ED 080 033

HE 004 119

Tellefsen, Thomas E.

Making the Most of Institutional Resources.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Apr 73

Note—6p.

Journal Cit—Professional File; v4 n2 p1-6 Apr 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cost Effectiveness, *Educational Finance, *Higher Education, *Management Systems, Program Administration, *Program Budgeting, Program Development, *Program Planning

Identifiers—*Planning Programming Budgeting Systems

This document explores the planning, programming, and budgeting system concept. Emphasis is placed on the establishment of a coding structure, the impact of timing, the impact of course decisions on resource utilization, the impact of course decisions on space utilization, and the 12 College Cost Quality Study. (MJM)

ED 080 034

HE 004 182

The Status of Women Faculty and Administrators in Higher Education Institutions, 1971-72.

National Education Association, Washington, D.C. Research Div.

Report No.—RM-1973-7

Pub Date Apr 73

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, *Equal Opportunities (Jobs), Faculty, *Higher Education, Instructional Staff, Research, Research Projects, Salaries, *Salary Differentials, *Sex Discrimination, Teacher Salaries, Tenure

This research memo provides a brief report of the status of women faculty and administrators in higher education based on three types of information collected in the NEA research biennial study of salaries in higher education in 1971-72. In addition to summarizing faculty salaries by sex, this memo reports the tenure status of faculty by sex and reviews the number of persons and their salaries by sex in administrative positions in higher education. (Author)

ED 080 035

HE 004 184

Lykins, Ronald G.

Techniques for Improving Cash Management.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Apr 73

Note—4p.

Available from—NACUBO, One Dupont Circle, Washington, D.C.

Journal Cit—Studies in Management; v2 n7 p1-4 Apr 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Budgeting, *Educational Finance, *Higher Education, *Management Systems, Program Administration, *Program Budgeting

This article deals with several techniques for regulating cash inflow and outflow and investing surplus cash for short periods of time. The techniques are: (1) consolidating checking accounts, (2) determining surplus cash by examining bank balances in conjunction with the cash book, (3) selecting a minimum bank balance, (4) investing a greater percentage of surplus cash in short-term investment offering a higher yield than treasury bills, and (5) receiving a telephone report of the checking account balance at the beginning of each business day. These techniques, whether partially or completely adopted, should be of value to any institution wishing to improve its cash management. (Author)

ED 080 036

HE 004 187

Methods of Establishing Equivalences Between Degrees and Diplomas.

International Association of Universities, Paris (France); United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 70

Note—143p.

Available from—United Nations Educational, Scientific and Cultural Organization, Place de Fontenay, 75 Paris, France (\$4.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Comparative Analysis, *Comparative Education, *Degree Requirements, *Foreign Relations, *International Education Identifiers—Czechoslovakia, France, Germany, Russia, United Kingdom, United States

Studied concerning the methods of establishing equivalences between degrees and diplomas in six countries; Czechoslovakia, France, the Federal Republic of Germany, the Union of Soviet Socialist Republics, the United Kingdom, and the United States are reviewed. An appraisal of the methods of establishing equivalences between degrees and diplomas for academic purposes for each of the six countries is included. (MJM)

ED 080 037

HE 004 215

Peterson, Richard E.

Toward Institutional Goal-Consciousness.

Educational Testing Service, Princeton, N.J. Institutional Research Program for Higher Education.

Pub Date 71

Note—23p.; Reprint from "Proceedings", 1971 Western Regional Conference on Testing Problems, Berkeley, California

Available from—Institutional Research Program for Higher Education, Educational Testing Service, Princeton, N.J. 08540

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Decision Making, *Educational Accountability, *Educational Objectives, *Educational Planning, Goal Orientation, *Higher Education, *Institutional Role

This document emphasizes the importance and implementation of institutional goal consciousness

in higher education. Following introductory material, six suggestions for uses of institutional goals are presented. These suggestions for utilization of institutional goals include: policy formation, decisionmaking guides, planning, management information, institutional evaluation and accountability. Educational Testing Service research on institutional goals is reviewed and six conclusions are presented: (1) colleges intending to redefine goals must first consider whether or not it indeed has the power to define its own directions and then to act in pursuance of new understandings; (2) institutional goal determination, has two end products: identification of goals and establishment of priorities among goals; (3) the responsibility for setting the goal determination lies with the chief campus administrator; (4) institutional goals would profitably be conceived in two categories, outcome goals and support goals; (5) the mechanics of institutional goal determination might well involve both a committee-like task group and some form of opinion or value survey; and (6) it is essential that colleges articulate their goals. (MJM)

ED 080 038

HE 004 313

Kleiber, Douglas A. And Others

Environmental Illumination and Human Behavior:

The Effects of Spectrum of Light Source on Human Performance in a University Setting.

Cornell Univ., Ithaca, N.Y. Center for Improvement of Undergraduate Education.

Pub Date 73

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Change, *Classroom Environment, Classroom Observation Techniques, Educational Research, Higher Education, *Illumination Levels, *Lighting, Lighting Design, Physical Environment, Research, Research Projects, *Student Behavior, *Task Performance

Two experiments tested the general question of whether a more "natural" artificial light (Vita-Lite) would have any different effects on classroom behavior and the ability to study than would a traditional (cool-white) light source. Fifty-nine undergraduates took part in the first experiment that utilized an 8-week counter-balanced design. Videotapes of classroom behavior and post-seminar questionnaires indicated no significant differences in variables dealing with classroom interaction, seminar effectiveness and mood. A follow-up questionnaire did show however, that upon direct appraisal, the Vita-Lite was perceived as stronger, more stimulating, brighter and more harsh than the cool-white light source that was considered softer and more relaxing. Using a similar research design, a second experiment showed that on physiological measures, most subjects showed less fatigue after a study session under the Vita-Lite than under the cool-white light. No significant differences in subjective estimates of fatigue were identified. A newly designed graphic technique was used to illustrate and support the data analysis and implications were drawn about the use of environmental information by educators and designers. A 26-item bibliography and appendices of related material are included. (Author)

ED 080 039

HE 004 339

Robinson, Daniel D.

Accounting Principles and Financial Statements.

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date May 73

Note—6p.

Journal Cit—Professional File; v4 n3 p1-6 May 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Budgeting, Colleges, Costs, Educational Administration, *Educational Finance, *Expenditures, *Financial Needs, *Higher Education, *School Accounting, Universities

This document presents the background and analysis of the American Institute of Certified Public Accountants (AICPA) guide to auditing colleges and universities. Highlights include the approval of the market value option, the treatment of endowment gains, debt services as transfers, the decisions on pledges, the use of financial statements, the treatment of total return, categories of current funds revenues/expenditures, coupling financial and statistical information, and greater uniformity among nonprofits. (MJM)

ED 080 040

HE 004 355

Jacobson, Elden Palmer, Parker J.

The Church, the University and Urban Society: Implications for the University. Paper Number 3.

National Council of Churches of Christ, New York, N.Y. Dept. of Higher Education; Washington Center for Metropolitan Studies, Washington, D.C.

Spons Agency—Alfred P. Sloan Foundation, New York, N.Y.

Report No—Paper-3

Pub Date 71

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Church Related Colleges, Educational Improvement, Higher Education, *Private Colleges, *Relevance (Education), *Religious Education, *Social Change, Social Influences, Universities

This essay is the third of seven papers designed to investigate the relationship of the church, the university, and urban society. This essay explores the conceptual, disciplinary basis of the modern university. It is concluded that the changing nature of social reality is increasingly undermining fragmented disciplinary inquiry, which in turn is and will continue to constitute the universities real "irrelevance." It is noted that alternatives to the university are being created. Related documents are HE 004 367, HE 004 366, and HE 004 356. (Author/MJM)

ED 080 041

HE 004 356

Palmer, Parker J. Jacobson, Elden

The Church, the University and Urban Society: A Problem in Power. Paper Number 1.

National Council of Churches of Christ, New York, N.Y. Dept. of Higher Education; Washington Center for Metropolitan Studies, Washington, D.C.

Spons Agency—Alfred P. Sloan Foundation, New York, N.Y.

Report No—Paper-1

Pub Date 71

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Church Related Colleges, *Educational Improvement, Educational Research, *Higher Education, *Power Structure, *Social Change, Social Influences

This document, the first of seven essays, investigates the relationship of the church, the university and urban society. A description of the basic conceptual focus and theoretical framework of this 2-year project is presented. Urban society is defined in terms of power, and the role of church and university in it is viewed as essentially marginal unless and until they enter at the point of power. Varieties of power are assayed and strategies for their use are discussed. The essay forms a backdrop for much we have written elsewhere in this series. Related documents are HE 004 366, HE 004 355, and HE 004 367. (Author/MJM)

ED 080 042

HE 004 361

The Uniform Information System.

Ohio Board of Regents, Columbus.

Pub Date Apr 72

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Computer Programs, *Higher Education, Information Storage, *Information Systems, *Operations Research, *Trustees, Universities

This document describes the Ohio Board of Regents' Uniform Information System which became operational during the fall term of 1966. Incoming data are received on punched cards or magnetic tape from 35 state-assisted universities and colleges, separately describing operating conditions at a total of more than 55 campuses. All incoming reports conform to standard formats and definitions developed by working committees representing all participating institutions. Reports of an inventory nature are received annually representing the fall term of operations. Reports dealing directly with the level of teaching activity during an academic year are received for the summer term and the fall term. Central processing of all incoming data is accomplished by the Board of Regents through use of an inter-agency data processing center operated by the Ohio Department of Finance. Enrollment, staffing, financial, and physical plant output data reports are included. (Author/MJM)

ED 080 043 HE 004 365
Higher Education Facilities Commissions: A Self-Study of Operational Patterns and State Plan Criteria.

National Association of Executive Directors of Higher Education Facilities Commissions. Committee on Administration and State Plans.

Pub Date 72

Note—76p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Administration, *Higher Education, *Operations Research, Questionnaires, State Programs, *State Surveys, *Statewide Planning

This document investigates operational patterns and state plan criteria of the Higher Education Facilities Commission. Four study procedures were delineated: (1) development of a list of common responsibilities inherent for state facilities commissions in related federal legislation, (2) development of a calendar of important date related to the partnership between state and federal government, (3) development of an analysis of the various state designated responsibilities delegated to agencies with chief executive officers, eligible for the Association, (4) development of a summary of the unique state plan criteria and techniques and to report supportive rationale as indicated by state utilizing unique criteria. An analysis of state designated responsibilities of facilities commissions, a summary of unique Title I state plan criteria and techniques, and a summary of unique Title IV-A state plan criteria and techniques are included. The appendix includes the questionnaire designed to describe the operational framework of the various state facilities commission. (MJM)

ED 080 044 HE 004 366

Palmer, Parker J. Jacobson, Elden

Action-Research: A New Style of Politics, Education and Ministry. Paper Number 6.

National Council of Churches of Christ, New York, N.Y. Dept. of Higher Education; Washington Center for Metropolitan Studies, Washington, D.C.

Spons Agency—Alfred P. Sloan Foundation, New York, N.Y.

Report No.—Paper-6

Pub Date 71

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Action Programs (Community), *Action Research, *Church Related Colleges, Community Programs, Community Relations, *Educational Improvement, Educational Research, Higher Education, Methods Research, Private Colleges, Program Descriptions, Relevance (Education), *Social Change

This document, the sixth of seven essays, investigates the relationship of the church, the university and urban society in the area of politics, education, and ministry. This manual describes a basic methodology of the project, "Action-research". The essay is of the "how to do it" breed, with a detailed description of the stages in an action-research project, some of the basic research tools, and suggestions regarding organization. Action-research, in which research is conceived as a process of political action, has demonstrated its utility as a training device for professionals and students as an organization tool for citizens' groups wishing to make an impact on their community. Related documents are HE 004 357, HE 004 367, and HE 004 355. (Author/MJM)

ED 080 045 HE 004 367

Jacobson, Elden Palmer, Parker J.

Urban Curricula and the Liberal Arts College. Paper Number 5.

National Council of Churches of Christ, New York, N.Y. Dept. of Higher Education; Washington Center for Metropolitan Studies, Washington, D.C.

Spons Agency—Alfred P. Sloan Foundation, New York, N.Y.

Report No.—Paper-5

Pub Date 71

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Church Related Colleges, City Problems, Curriculum Development, *Educational Improvement, Higher Education, *Liberal Arts, Private Colleges, Relevance (Education), Social Change, *Social Influences, *Urban Studies

This document, the fifth of seven essays, investigates the relationship of the church, the university and urban society in the area of urban curricula and the liberal arts college. Particular attention is placed on "urban semester" programs and their conceptual and practical weaknesses. Alternative ways for addressing a critical dimension of modern society are discussed. Emphasis is placed upon the role of the "citizen", "social invention", and the academic politics of the liberal arts efforts to respond to urban needs. Related documents are HE 004 355, HE 004 366, and HE 004 356. (Author/MJM)

ED 080 046 HE 004 369

Pedersen, E. Eugene Vash, Carolyn L.

The Selection of Students for Orthotic-Prosthetic Educational Programs. Final Report.

Attending Staff Association of Rancho Los Amigos Hospital, Inc., Downey, Calif.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Dec 72

Note—71p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Admission Criteria, Amputees, Clinical Experience, *Cosmetic Prostheses, Educational Programs, *Higher Education, Medical Services, *Medical Students, Physically Handicapped, Prostheses, Research Projects, *Success Factors

Identifiers—*Orthotic Prosthetic Education

The study was designed to develop and validate a set of measures that might be useful in predicting "success" in orthotic and prosthetic educational programs. Two hundred and eleven entering students from four institutions were administered the screening battery. The institutions were: Cerritos College, New York University, Northwestern University, and the University of California at Los Angeles. Measures of "success" in school and of postgraduate performance were collected from each of the subjects. These criteria were then related to the screening battery and other selected demographic variables. Included in the battery were measures of intellectual ability, mechanical aptitude, and emotional stability. Step-wise multiple regression analyses were conducted with the criterion measures from school and postgraduate performance. Results indicated that different sets of predictors and attributes were significant at each of the institutions, and that the attributes needed for "success" in school differed in certain respects from those needed for postgraduate "success." In general, depending upon the criteria used, a high degree of precision can be achieved in predicting "success" in orthotic-prosthetic education. (Author)

ED 080 047 HE 004 372

Beale, Lucree

People to People: The Role of State and Land-Grant Universities in Modern America.

National Association of State Universities and Land-Grant Colleges, Washington, D. C. Office of Research and Information.

Pub Date 73

Note—109p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Development, *Educational Innovation, Educational Needs, *Higher Education, Institutional Role, *Land Grant Universities, *State Universities

This document reviews the role of the state and land-grant universities in America. Emphasis is placed on historical background and the role of these schools in light of recent developments. The first chapter concerns enrollment trends, changing emphasis on career goals, response to students, the arts, advanced placement, the honor student, grading innovations, flexible curriculum, degrees with no majors, design-your-own-degree programs, external degrees, new tools, institutional size, freshman preparation, graduate education, law and medicine, and joint medical programs. The second chapter reviews developments in research in the areas of teaching, science, environment, health, defense, industry, and medical engineering. Chapter three indicates the results of research and indicates examples. Chapter four reports developments in college community relations; chapter five indicates the urban challenge; chapter six reviews equal opportunities; and chapter seven encompasses developments and international education. Chapter eight highlights developments in the role of women on the cam-

pus. The epilogue praises the achievements of higher education yet indicates the need to continue development to meet the needs of the future. (MJM)

ED 080 048 HE 004 375

Byerly, Carolyn M. Shibao, Patti A.

College Vacancy Survey: June 1973.

Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date Jun 73

Note—33p.

Available from—WICHE, P.O. Drawer P, Boulder, Colo. 80302 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Admission (School), Colleges, College Students, *Educational Supply, Enrollment, *Higher Education, Research, Research Projects, *School Surveys, *Space Utilization, Universities

The survey is designed to provide a service to the public as well as to the institutions. By compiling, publishing, and distributing the information received from the schools during the poll, WICHE enables students and would-be-students seeking admission to locate and apply to institutions still having vacancies. Similarly, institutions are able to receive applicants in order to fill otherwise empty spaces in their student bodies. In the current survey, 447 institutions were polled; of this number 256 responded (57.6%). Responding institutions reported 129,778 openings, in terms of actual numerical estimates. It is necessary to remember that this final total, as well as the totals given for individual states, will represent minimum openings only. The trend toward "open admissions" policies is increasing among western colleges and universities. In the current survey, 81 two- and four-year schools indicated that they employ such a policy with respect to enrollment. We were able to assign numerical estimates toward arriving at state vacancy totals only when they were given by the institutions. But most open admissions policies did not allow for numerical estimates, hence state totals are minimums. (Author)

ED 080 049 HE 004 377

Affirmative Action at City University of New York.

City Univ. of New York, N.Y.

Pub Date Nov 71

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Equal Opportunities (Jobs), *Females, *Higher Education, Instructional Staff, *Minority Groups, Nonprofessional Personnel, Sex Discrimination, Universities

Identifiers—*Affirmative Action Plan, City University of New York

The affirmative action program at the City University of New York is described in relation to the policy of the board of higher education and implementation of board policy. Objectives of the plan and implementation are reviewed in light of instructional and noninstructional staff, and university responsibilities. Census data for total instructional and noninstructional staff are presented. A summary of employment census results indicated that the City University of New York is well above any national norms for comparable institutions of public higher education with regard to the employment of women and minorities in its instructional staff. Women and other minorities constitute a much larger proportion of the noninstructional staff than of the instructional staff. (MJM)

ED 080 050 HE 004 386

MacLeod, S. P. Jr.

Advance for Educational Progress.

Pub Date 14 Dec 72

Note—12p.; Speech delivered before the Fifth World-Wide Armed Forces Education Conference, College Park, Maryland, December 14, 1972.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Accreditation (Institutions), *Armed Forces, *Educational Innovation, *Educational Needs, Higher Education, *Institutional Cooperation, *Military Schools, Military Training, Speeches

This speech reviews the cooperative effort of the Department of Health, Education and Welfare, Division of Education and the educational branches of the Armed Forces. Emphasis is placed on steps facilitating educational progress

within the services. These issues concern transferability of service credits, accreditation of service educational institution programs, development of a broader range of external degree programs designed to meet the needs of the career military program, development of model legislation, and availability of new and generous student aid programs. (MJM)

ED 080 051

HE 004 390

et al., David H.

Student Learning Through Community Involvement: A Report on Three Studies of the Service-Learning Model.

Southern Regional Education Board, Atlanta, Ga.
Pub Date Jul 72

Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Clinical Experience, Colleges, College students, Community Involvement, Field Experience Programs, *Higher Education, *Internship Programs, *Learning Experience, Models, Program Descriptions, *School Community Cooperation, Student Attitudes, Student Behavior, Universities

Identifiers—*North Carolina

This document investigates the educational impact of service-learning internships arranged in North Carolina. Emphasis is placed on what students report they learn in service-learning internships and what conditions support those learnings. Results indicate the learning benefits most frequently felt by student interns was (1) the development of more hopeful, knowledgeable and concerned attitudes toward community problemsolving, (2) increased motivation to work and learn in communities, (3) the opportunity for personal learning in the realm of action, and (4) immediate impact on student intern behavior and plans of the future. The learning impact of the internship is, however, greatly reduced by the lack of appropriate follow-up when the student returns to campus. (MJM)

ED 080 052

HE 004 391

Meyer, Peter Petry, Sherry L.

Off-Campus Education: An Inquiry.

Southern Regional Education Board, Atlanta, Ga.
Spons Agency—Esso Education Foundation, New York, N.Y.

Pub Date 72

Note—21p.; Conference proceedings on Off-Campus Experiential Education, St. Petersburg, Florida, October, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, *Curriculum Design, Curriculum Development, Educational Experience, Educational Facilities, *Educational Innovation, Experience, *Higher Education, *Learning Experience, *Off Campus Facilities

The goals of the conference on off-campus education were designed to review (1) the continuing and integrative nature of education for all persons involved in the partnership of learning; (2) the uniqueness of off-campus education; (3) the place of off-campus education; and (4) criteria for evaluating the learning that occurs. Trends in experiential education were discussed in relation to classifying off-campus experiences, setting goals for off-campus education, evaluating off-campus learning. An in-depth investigation of off-campus education is recommended. A supplementary essay on experiential education is included. (MJM)

ED 080 053

HE 004 392

Kaun, David E.

The Quality of Work Available to College Educated Women and Men.

Pub Date [70]

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Graduates, Demand Occupations, Employment Patterns, Females, Higher Education, Job Analysis, Males, Manpower Needs, *Manpower Utilization, *Occupational Information, Personnel Data, *Salaries, *Sex Discrimination

The first part of this paper provides a review of the current debate regarding labor market discrimination of women in terms of pay and occupational choice. A review of the various causal factors offered in explaining this discrimination is given. The second part of the paper is concerned with the quality of work obtained by women and men in two education classes, those with four

years of college, and those with five or more years of college. Descriptive characteristics of work for detailed occupations, taken from the Dictionary of Occupational Titles, are applied to 1960 Census of Population occupation data. The qualitative characteristics include: intellectual requirements; educational and training requirements; physical working conditions; interests and temperaments; and socio-economic prestige levels of each occupation. This analysis indicates that in general the work available to college educated women is less challenging, utilizes their training to a lesser degree, offers little opportunity for work with abstractions or of a creative nature, and has lower socio-economic prestige, as compared to men with the same education. Custom, labor market institutions, and discrimination are the prime causal factors for these differences. (Author)

ED 080 054

HE 004 393

McConnell, T.R. And Others

From Elite to Mass to Universal Higher Education: The British and American Transformations.

California Univ., Berkeley. Center for Research and Development in Higher Education.

Pub Date 73

Note—113p.

Available from—Center for Research & Development in Higher Education, 2150 Shattuck Avenue, Berkeley, California 94704 (\$3.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Degree Requirements, Educational Change, Educational Coordination, *Educational Objectives, *Educational Opportunities, Educational Planning, *Higher Education, *International Education, *Student Characteristics, Universal Education

Identifiers—*Great Britain, United States

Based on the assumption that Britain is moving toward mass higher education while the U.S. is on the verge of universal access, the three papers in this volume summarize prospective changes in the two countries. Forms of British expansion are discussed. One of these is the new 2-year Diploma of Higher Education that, according to the government's recent White House paper on education, may be designed as a terminal qualification in its own right, or as a basis for subsequent education for teaching and other professions or for degree courses in polytechnics and universities. The Diploma, it is pointed out, may serve to diversify educational opportunities and introduce greater flexibility in the pattern of higher education; on the contrary, if it is standardized, it may fasten a new rigidity on the system. The final paper points out deficiencies in the planning and coordination of the University and polytechnic sectors, emphasizes the necessity for designing the whole of higher education, and outlines the need to articulate the parts of a comprehensive and diversified system if the British are to plan "the accommodation of future numbers of students, the future balance of work between the sectors, the future types of course and the future academic communities, entirely free from the suppositions of the past." (Editor)

ED 080 055

HE 004 395

Frueh, Lloyd, II Treacy, John J.

Will Ohio Always Have an Antioch,...Rio Grande,...Wilberforce,...Xavier? Private Schools and Public Policy in Higher Education in Ohio.

Pub Date 2 Apr 72

Note—30p.; Presented at the meeting of the Ohio Conference of Economists and Political Scientists, Ohio University, Athens, Ohio, April 2, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Finance, *Educational Innovation, *Enrollment Trends, *Higher Education, Junior Colleges, Private Colleges, *State Programs, Technical Education, Trustees

Identifiers—*Ohio

This document details the effects of various state programs and proposals which seek to aid the private schools including contracting by the Ohio Board of Regents for instructional services with private institutions, grants for capital improvements and special services, direct payments to students and long-term loans to students to recover subsidies given by the state to public institutions. Population and participation data provides evidence that the Regents have grossly

overestimated Ohio higher education enrollment and that 2-year colleges and technical schools will replace urban 4-year universities as the fastest growing by 1975. Private schools must move from the declining appeal of religious differentiation to flexible or more innovative programs, small size, and faculty-student relationships. Research in financing higher education is needed not only in the area of cost but also regarding price, income and cross elasticities among various socio-economic groups. (Author/MJM)

ED 080 056

HE 004 397

Financial Reporting for Tennessee Public Colleges and Universities.

Tennessee Higher Education Commission, Nashville.

Pub Date [70]

Note—106p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Budgeting, *Educational Finance, *Financial Policy, *Higher Education, School Accounting, *State Universities

This manual provides a framework for accounting practices, budgeting and reporting procedures for Tennessee public higher education institutions. Emphasis is placed on principles and procedures of accounting and financial reporting; the balance sheet; statement of changes in fund balances; statement of current funds revenues, expenditures, and transfers; accounting and reporting procedures for fund groups, auxiliary enterprises, organized educational activities, and service departments; object codes; and reporting. Appendices include illustrative forms for annual financial reports and budget recapitulation schedules. (MJM)

ED 080 057

HE 004 399

Perrella, Vera C.

Employment of Recent College Graduates.

Bureau of Labor Statistics (DOL), Washington, D.C. Div. of Labor Force Studies.

Report No.—Special-Labor-Force-151

Pub Date 73

Note—32p.; Reprint 2860

Journal Cit—Monthly Labor Review; Feb 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Graduates, *Employment Opportunities, *Employment Patterns, *Employment Projections, *Job Market, *Occupational Surveys, Research, Research Projects

This report examines the job status in October 1971 of recent college graduates and whether they obtained work in their chosen field. Data obtained from supplementary questions to the October 1971 Current Population Survey indicate there were 1.2 million 20- to 34-year olds who had received degrees in 1970 and 1971. The survey showed that of the 1.1 million men and women who received degrees in 1970 and 1971 and were available for work in October 1971, more than 9 out of 10 were employed. More than three fourths of those employed were in jobs directly or somewhat directly related to their major field of study. The October 1971 unemployment rate for degree recipients (7.4%), while 2 percentage points higher than the rate for the total labor force, was about half that of high school graduates of 1970 and 1971. Appendices include explanatory notes, survey forms, and statistical data. (MJM)

ED 080 058

HE 004 402

Senior Medical Consultants Project: A Continuing Medical Education Program Utilizing Recently or Near-Retired Medical School Faculty Members. Final Report, August 1, 1971 - January 31, 1973.

National Institutes of Health (DHEW), Bethesda, Md. Div. of Physician Manpower.

Pub Date Jan 73

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Consultation Programs, Faculty, *Higher Education, Inservice Education, *Medical Consultants, *Medical Education, *Physicians, Program Descriptions

This document reviews the Senior Medical Consultant Program; a program designed to utilize recently or near-retired medical school faculty members in a continuing medical education program. Evaluation of the program by physician teachers, physicians attending the sessions, both attending staff and house staff, and by physicians scheduling the teaching session was based on

written reports, interviews, and observations of teaching sessions. Results indicated the success of the program, which received enthusiastic response from all medical groups contacted. (MJM)

ED 080 059 HE 004 403
Winchester, E. Anne. Gilbertson, James P.
Foreign Students in Washington's Colleges and Universities.

Washington State Council on Higher Education, Olympia, Washington.

Pub Date Feb 73

Note—75p.; Draft copy

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Foreign Nationals, *Foreign Students, *Higher Education, International Education, *Questionnaires, Statistical Data, *Student Exchange Programs, Student Personnel Services

Identifiers—*State of Washington

This report focuses on the problems and needs of foreign students in Washington's colleges and universities. A brief historical review, a survey of international student programs in Washington institutions of Higher Education and a survey of international students all supported by tables of statistical data. Recommendations are offered in the area of admissions, financial considerations, residency requirements, tuition waivers, and exchange programs. The creation of a clearinghouse for foreign student programs is suggested. The appendix contains the response, by institution, to questions asked in the "International Student Program Questionnaire." (MJM)

ED 080 060 HE 004 405
National Patterns of R & D Resources, Funds & Manpower in the United States 1953-1973.

National Science Foundation, Washington, D.C.

Report No.—NSF-73-303

Pub Date Feb 73

Note—36p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO 3800-00142, \$55)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Finance, Financial Support, *Higher Education, *Manpower Needs, Program Budgeting, Research, *Research and Development Centers, *Statistical Data

This report contains data on funds and manpower in research and development and provides a summary picture of the national patterns of research and development funding and manpower allocations attributed to the four sectors of the economy: Federal Government, industry, universities and colleges, and other nonprofit institutions. Highlights indicate: (1) Total R&D spending in the U.S. is estimated to reach \$30.1 billion in 1973-3% above the 1972 level of \$29.2 billion. (2) Research and development is expected to account for 2.4% of the GNP in 1973. (3) In 1973 the Federal Government will support 53% of the U.S. R&D effort. (4) Almost 40% of R&D spending in the U.S. is devoted to research. (5) Nearly three-fifths of the Nation's basic research will be performed by universities and colleges in 1973. (6) An estimated 525,000 R&D scientists and engineers were employed in the United States in 1972-1% fewer than in 1971. (7) If recent trends in R&D costs per worker continue, and R&D spending reaches a level of about \$35 billion, approximately 650,000 scientists and engineers will be employed in R&D work by 1980. (Author/MJM)

ED 080 061 HE 004 406
Thomson, Jack E.

Educational Research and the Quality of Health Care: A Symbiotic Relationship.

Pub Date Mar 73

Note—7p.; Paper presented at the annual meeting of the American Educational Research Association, New Orleans, March 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Administration, Educational Research, Health Education, *Health Facilities, *Higher Education, Management, *Medical Education, *Medical Services, Patients (Persons), Physicians

Indices for quality of health care were developed for management of selected patient problems in a hospital setting. Analysis of physician staff members' patterns of patient management with respect to these indices led to individualized educational effort for each physician

staff member. One year later, physicians' patterns of patient management had changed, and values of the indices for the hospital showed quantifiable improvement in the quality and efficiency of care. An educational researcher collaborated with a physician to interpret data and formulate researchable questions. The collaboration suggests an important role for an educational researcher in the development and implementation of criteria for quality of health care. (Author)

ED 080 062 HE 004 407
Statistical Abstract of Higher Education in North Carolina, 1972-73.

North Carolina Univ., Chapel Hill.

Report No.—RR-1-73

Pub Date May 73

Note—186p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Admission (School), Costs, Degree Requirements, *Educational Finance, Enrollment, *Enrollment Trends, Facilities, *Higher Education, *Statistical Data, *Undergraduate Study

Identifiers—*North Carolina

This document was compiled to give a detailed statistical view of higher education in North Carolina. Information covers current enrollment trends, undergraduate transfers, degrees conferred, faculty and staff, library resources, extension activities, student costs, admissions, student housing and financial statistics. (MJM)

ED 080 063 HE 004 413
Taylor, Alton L.

Research Methods for Conducting Follow-up Studies in Higher Education.

Virginia Univ., Charlottesville. School of Education.

Pub Date Jun 71

Note—21p.

Available from—ED Publications, 164 Rugby Road, Charlottesville, Virginia 22903 (Occasional Paper 6, \$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Research, *Followup Studies, *Guidelines, *Higher Education, *Research Design, *Research Methodology

The purposes of this study were to examine strengths and weaknesses of research methods used in reports of follow-up studies in higher education and to develop a set of guidelines for conducting follow-up studies in higher education. A careful examination of the literature was conducted to identify follow-up studies in higher education and 47 states were located. These studies were critiqued in relation to sound research methods. Guidelines for conducting follow-up studies in higher education were also reported. References are included. (Author)

ED 080 064 HE 004 417
Sorrells, Daniel J.

The Administrative Internship as an Out-of-Class Methodology in Leadership Development

Georgia Univ., Athens. Inst. of Higher Education.

Pub Date Mar 73

Note—13p.; Paper presented at panel session of Association of Professors of Higher Education, March 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Personnel, *Administrator Characteristics, Decision Making, Doctoral Programs, *Educational Administration, Educational Programs, *Higher Education, *Internship Programs

This document stresses the need for administrative internship as an empirical means for professional administrative growth without the obligations of final decision-making commensurate with permanent employment. It is suggested that an incorporation of administrative internship into doctoral programs may meliorate chance administrative success to more predictively fruitful outcomes. (MJM)

ED 080 065 HE 004 422
University System of Georgia Annual Report for Fiscal Year July 1, 1971-June 30, 1972.

University System of Georgia, Atlanta.

Pub Date Jun 72

Note—59p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annual Reports, Degree Requirements, *Educational Finance, *Enrollment

Trends, Facilities, *Higher Education, *School Statistics, State Universities, Statistical Data

This document presents the annual report of the University System of Georgia for July 1, 1971-June 30, 1972. The report of the Chancellor reviews instruction within the university system, enrollment, degrees awarded, faculties, libraries, new degree programs, teacher preparation, health care education, interinstitutional programs, joint programs, research, public service, construction, finance and financial aid. The appendix includes statistical data regarding enrollment, graduates, research, faculties, libraries, changes in academic units, construction, and finance. (MJM)

ED 080 066 HE 004 426
Sex Discrimination in Indiana's Colleges and Universities. A Survey.

American Association of Univ. Professors, Bloomington, Ind. Federation of the Indiana Chapters.

Pub Date [72]

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Rank (Professional), *College Faculty, Colleges, *Faculty Promotion, Females, *Higher Education, Males, Private Colleges, Salaries, *Salary Differentials, *Sex Discrimination, Teacher Salaries, Universities, Women Professors

Identifiers—*Indiana

During the 1971-72 academic year, the status of women faculty at the colleges and universities in Indiana was studied. The four state supported universities and five private colleges in Indiana supplied data for the survey. Data were summarized according to numbers of men and women applying and admitted or enrolling in undergraduate programs; numbers of men and women at each faculty rank, fall 1971; numbers of men and women holding joint faculty-administrative positions, fall 1971; and average time in rank before promotion. Results indicated each of the areas evaluated yielded evidence suggestive of sex discrimination with the exception of undergraduate admissions. (MJM)

ED 080 067 HE 004 427
Ascher, Marcia Garzouzi, Eva

Comparative Personnel Data. (Ithaca College Full-Time Faculty).

Ithaca Coll., N.Y.

Pub Date 31 Jan 72

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Faculty, Educational Finance, *Faculty Promotion, Females, *Higher Education, Males, Research Projects, Salary Differentials, *Sex Discrimination, *Teacher Salaries, Wages

Identifiers—*Ithaca College

This preliminary summary report gives comparative data as to the salary and rank of Ithaca College fulltime faculty, with special regard to the status of women within that faculty. Data is based on all college comparison, comparison with humanities and sciences, WHealth, Physical Education, Recreation and music, comparisons within the Allied Health Division, and characteristics of the comparisons. Major observations indicate as rank increases the proportion of women decreases and average salary of male faculty members is higher than the average salary of women. (MJM)

ED 080 068 HE 004 428
Haywood, C. Robert

Report on Comparative Salaries for Men and Women at Washburn University of Topeka.

Pub Date 31 Aug 71

Note—3p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Faculty, Educational Finance, Females, *Higher Education, Males, Research Projects, *Salaries, *Salary Differentials, *Teacher Salaries, Wages

Identifiers—*Washburn University of Topeka (Kansas)

This document reports on comparative salaries for men and women at Washburn University of Topeka, Kansas. A standard multiple linear regression equation was developed from data supplied. Using the factors of years at Washburn, degree, and rank, a "line of best fit" formula was developed which would predict a salary that could be anticipated based on the Washburn pay

schedule for the 1971-72 year for full time teaching, male faculty members. The resulting parameters were applied to women's salaries. Neither study indicated that the single factor of sex is a factor in determining salaries. A more significant finding was the revelation that some individual salaries, both male and female, were significantly at variance for the "line of best fit." (Author/MJM)

ED 080 069 HE 004 430

Report of the Special Committee on the Status of Women at UCSC.

California Univ., Santa Cruz. Special Committee on the Status of Women at UCSC.

Report No.—AS-SCP-351-1

Pub Date Oct 71

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Equal Opportunities (Jobs), Females, *Higher Education, Leave of Absence, *Sex Discrimination, *Women Professors

Identifiers—*Affirmative Action Plan, University of California Santa Clara

The status of women at the University of California-Santa Clara is indicated in reference to faculty numbers, rank, administration, regularization of nonladder appointments, tenure, merit increases, and termination. Recommendations suggest: (1) UCSC should strive to achieve in its ladder ranks a percentage of women equal to that of women who received Ph.D.'s from the 10 leading universities between 1962-1967, that is 12% (2) UCSC should give high priority to correcting the imbalance existing in administration and policymaking positions; (3) Boards of studies and colleges should review their recruitment procedures; (4) UCSC should not neglect minority needs; (5) any faculty should be entitled to unpaid maternity leave of two quarters; (6) any nontenured faculty members who become pregnant should be allowed an extension of the appointment for one year for each pregnancy; and (7) the Special Committee on the Status of Women should be continued for another year. (MJM)

ED 080 070 HE 004 431

A Plan for Affirmative Action to Eliminate Discrimination Against Women at the University of Pennsylvania.

Pennsylvania Univ., Philadelphia.

Pub Date 21 Dec 70

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Faculty, *Equal Opportunities (Jobs), Faculty, *Higher Education, *Salary Differentials, *Sex Discrimination, Teacher Salaries

Identifiers—*Affirmative Action Plan, University of Pennsylvania

This Affirmative Action Plan was designed to eliminate discrimination against women at the University of Pennsylvania. Thirteen steps are recommended: (1) issue a public statement recognizing the existence of discrimination against women at the University; (2) instruct the committee on the budget and inform the President's and Provost's staff conferences that reallocation of funds budgeted to salary for 1971-72 will be necessary to implement the Affirmative Action Plan; (3) establish a Women's Commission; (4) urge the appointment of women as Trustees and as members and chairmen of university and school committees; (5) convene a meeting to present policies on goals, appointments, promotions, statement on nepotism, salaries, committees and chairmanships of committees, implementation; (6) require the committee on academic planning to involve the women's commission; (7) review the status of partially affiliated women academic personnel; (8) issue a policy statement on graduate students; (9) adopt a positive program of appointment, promotion and salary upgrading for qualified women in nonacademic positions; (10) remedy three major deficiencies in personnel policies, communication, and classifications; (11) deal sympathetically with women undergraduates; (12) recommend to the committee on instruction that courses pertaining to women be established; and (13) give support to plans to establish child care at the University. (Author/MJM)

ED 080 071 HE 004 438

Supreme Court of the United States: Barbara Susan Papish v. The Board of Curators of the University of Missouri et al.

Supreme Court of the U. S., Washington, D.C.

Pub Date 19 Mar 73

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Court Cases, *Court Litigation, *Freedom of Speech, *Higher Education, *Student Rights, Universities

Identifiers—*University of Missouri

The "Barbara Susan Papish v. The Board of Curators of the University Et Al," case is described. The petitioner, a graduate student in the University of Missouri School of Journalism was expelled for distributing on campus a newspaper "containing forms of indecent speech" in violation of the by-laws of the Board of Curators. The Court of Appeals remanded the case to the District Court, and that court was instructed to order the university to restore to the petitioner any course credits earned for the semester in question, and unless she is barred from reinstatement for valid academic reasons, to reinstate her as a student in the graduate program. (MJM)

ED 080 072 HE 004 439

Kuch, Peter Jacob

A Planning Model for Post-Secondary Education in West Central Minnesota.

Pub Date Aug 72

Note—196p.; Doctoral Theses, University of Minnesota

Available from—University Microfilms, Ann Arbor, Michigan, Order No. 73-1034, \$10.00

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Educational Development, *Educational Planning, Educational Programs, *Higher Education, Models, *Post Secondary Education, *Resource Allocations

Identifiers—*Minnesota

This study presents a methodology for planning the efficient development of the educational infrastructure in a region. It is primarily concerned with solving the problem of how one allocates an exogenously fixed set of resources among different educational programs. In addition it deals with such related issues as: How does one choose among competing educational technologies? What total amount of public resources should be devoted to education within a region? How much reliance should be placed on training activities external to the region? The suggested planning procedure involves the use of a multiperiod linear-programming model that describes the entire spectrum of training activities available to the region. This model is optimized by maximizing the sum of the net social benefits generated by each educational activity, subject to a series of endogenous stock and flow constraints (which taken together describe the prevailing educational technology), and an assortment of boundary and terminal conditions. The social benefits generated by each training activity are approximated by the present value of the incremental lifetime earnings attributable to that training. An optimal solution represents the most efficient configuration of future curricula offerings in the region given assumed levels of the availability of public funds, administratively determined bounds on the admissions to various programs, and an assumed discount rate. (Author)

ED 080 073 HE 004 444

Pedrin, Bonnie C. Pedrin, D. T.

Pass/Fail Grading: Summary and Tentative Conclusions.

Pub Date [72]

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Standards, Achievement Rating, *Credit No Credit Grading, *Grades (Scholastic), Higher Education, Literature Reviews, *Pass Fail Grading, Student Evaluation

Grading is at best a problem. Many kinds of grading have been attempted using letters, numbers, words, etc. The letter-grade techniques (typically including A,B,C,D,F) have been the most common in the United States, especially in high school and college. However, some students and faculty have been disenchanted with such techniques. Hence, other grading procedures have been tried, e.g., pass/fail and credit/no

credit. In this paper, representative data (references) are reported concerning pass/fail techniques. ERIC (CIJE and RIE) bibliographies are readily obtainable. For readers who wish to avoid the tedium of compiling bibliographies, there are on-line and off-line computer services available. An 11-item bibliography is included. (Author)

ED 080 074 HE 004 450

Preliminary Report of Committee W on the Status of Women in the Profession.

American Association of Univ. Professors, Louisville, Ky.

Pub Date Sep 71

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Females, Feminism, Higher Education, Professional Recognition, *Status, *Teacher Welfare, *Women Teachers, *Working Women

This preliminary report on the status of women faculty members of the University of Louisville indicates that women are discriminated against in many ways. Statistical data indicates inequities in hiring practice, administrative responsibilities, course loads, committee assignments, and salaries. It is recommended that the University of Louisville budget request to the General Assembly of Kentucky for the 1972-74 biennium include the sum of at least 170,000 for the specific purpose of ending discrimination in the salaries paid to the women members of that faculty. (Author/MJM)

ED 080 075 HE 004 455

Brumbaugh, Robert B. Flango, Victor E.

Local-Cosmopolitanism and Collective Bargaining in a State College System.

Pub Date Mar 73

Note—29p.; Paper presented at the annual meeting of the American Educational Research Association, New Orleans, Louisiana, March 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Arbitration, *Collective Bargaining, *Collective Negotiation, *Employer Employee Relationship, *Higher Education, Questionnaires, *State Colleges, Teacher Welfare

The objectives of this empirical study were (1) to determine to what degree Gouldner's typology of local-cosmopolitan latent social roles would be reproduced in a survey of the 14 institutions comprising Pennsylvania's state owned college and university system, and (2) to determine whether the resulting typology would be useful in predicting the attitudes of these faculties and administrators toward Pennsylvania's recent negotiations legislation enabling the state college faculties to organize for collective bargaining. Five of Gouldner's six factors were recovered from 813 responses to a 73-item questionnaire survey mailed to a stratified random sample of faculty and administration of these 14 institutions five months prior to the statewide election for bargaining representative. The survey poll predicted the outcome of the election.

ED 080 076 HE 004 456

Miller, Michael H.

Is Nursing a Viable Career for Blacks? (A Study of Black and White Freshman Nursing Students).

Pub Date Mar 73

Note—21p.; Paper prepared for the annual meeting of the American Educational Research Association, New Orleans, Louisiana, February 25-March 1, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Freshmen, *Employment Opportunities, Higher Education, Manpower Needs, *Medical Education, *Negro Education, *Negro Students, Nurses, *Nursing, Research, Research Projects

It has been suggested that underrepresentation of blacks in professional nursing results from insufficient black-nurse role models. This study of 331 black and white freshman nursing students in three, two year, associate degree programs argues that blacks are not professional nurses for reasons other than a lack of role models. The results show that the black and white students differ little in regard to values and orientation toward nursing. The socio-economic variation between the black and white students appears to account for the small variation observed. Discrimination by schools of nursing is suggested as the major barrier to blacks becoming registered nurses. (Author)

ED 080 077

HE 004 457

Glenny, Lyman A. Kidder, James R.
Trends in State Funding in Higher Education: A Preliminary Report.

Education Commission of the States, Denver, Colo.

Report No.—R-33

Pub Date Jan 73

Note—17p.

Available from—Higher Education Services Division, Education Commission of the States, 1860 Lincoln St., Suite 300, Denver, Colo. 80203 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Finance, Educational Research, *Enrollment, *Financial Support, *Higher Education, Questionnaires, *State Aid

This preliminary report ascertains trends in state funding in higher education based on questionnaire responses of 42 of the 50 states. A more complete analysis is expected to be available at a later date. Initial results indicate (1) total state revenue increased for a 5-year period, 1967-68 through 1971-73, by approximately 67%; (2) appropriation for education at all levels by these states did not rise as rapidly during that same period of time, increasing 59%; (3) education's share of total state revenue dropped from 53 to 51% despite an enrollment increase at the elementary-secondary level of 5%, and approximately a 1/3 increase in institutions of higher education; (4) public institutions increased these appropriations by 83% with an enrollment increase of 40% while the share of total state revenue rose slightly from 14 to 15%; and (5) the private institutions share increased better than 3 times which, when combined with an enrollment increase of less than 10%, resulted in an increase to .63% from .32% their share of total state revenue. (MJM)

ED 080 078

HE 004 459

Faulman, Jane

71 Senior Survey. Part III: Plans and Expectations.

State Univ. of New York, Buffalo. Univ. Research Office.

Pub Date Feb 73

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Choice, *Higher Education, Questionnaires, *Seniors, *State Universities, *Student Attitudes, Students, *Surveys

This is the third of a three-part study investigating the plans and expectations of seniors at the State University of New York-Buffalo. Two hundred students were sent Senior Survey Questionnaire III in spring 1971. A sample of 83 seniors completed the questionnaire. Results indicated change in the sample's educational, curricular and career plans. Forty percent raised their educational aspirations between freshman and senior years while 45% did not change. About half changed their choice of major field sometime during their college career. Also about half changed their vocational choice since they began. (MJM)

ED 080 079

HE 004 461

Oversight Hearings Before the Special Subcommittee on Education of the Committee on Education and Labor: House of Representatives, Ninety-Third Congress, First Session on Administration of Section 1202 of the Higher Education Act. Hearings held in Washington, D.C., April 9, 11, 12, 1973.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

Pub Date 73

Note—249p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Educational Legislation, *Federal Legislation, *Higher Education, *Master Plans, State Legislation, State Programs, *Statewide Planning

Identifiers—*Higher Education Act of 1965

The oversight hearings before the special subcommittee on education of the Committee on Education and Labor, House of Representatives, April 1972 are presented. A summary of the Kansas Master Planning Commission (MPC) response to the legislative charge is included with particular emphasis on current trends in Kansas post-secondary education, current problems, and philosophy for the future. Recommendations of the MPC concern the system of institutions, governance, role of planning and management

agencies, and finance. Recommended implementation is also indicated. (MJM)

ED 080 080

HE 004 463

Moore, Prentis M.

Shaw University's University Without Walls of Boston. Research and Development Report.

University Without Walls of Boston, Roxbury, Mass.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 73

Grant—OEG-0-72-4416

Note—102p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Educational Improvement, *Educational Innovation, *Experimental Colleges, Experimental Curriculum, *Higher Education, *School Community Relationship, *Universities

This report gives a summary of the work and methods conducted by a study group at the University Without Walls (UWW) of Boston, June 1972-May 1973. Section II discusses some of the outstanding qualities that characterize UWW students. The backgrounds that influence their education experiences as higher education students and set them apart from traditional continuing education students is examined. Section III enumerates various aspects of the educational program, suggests the direction of needed changes in alternative education programs and outlines some of the project's efforts. Emphasis is placed on a community resources survey, community resources utilized, procedure for research team, and research and development. Appendices include the hearing before the general subcommittee of education, research and development, and additional supportive material. (MJM)

ED 080 081

HE 004 472

Aleamoni, Lawrence M.

Illinois Course Evaluation Questionnaire (CEQ) Results Interpretation Manual Form 66 and Form 32.

Illinois Univ., Urbana. Office of Instructional Resources.

Report No.—RR-331

Pub Date 72

Note—71p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Course Evaluation, *Effective Teaching, Evaluation, *Evaluation Methods, Faculty Evaluation, *Higher Education, *Program Effectiveness, Program Evaluation, Questionnaires, Student Attitudes, Teacher Evaluation

Identifiers—CEQ, *Illinois Course Evaluation Questionnaire

The Illinois Course Evaluation Questionnaire (CEQ) is an instrument used to collect student attitudes towards a course. Its purpose is to enable faculty members to collect evaluative information about their teaching. The data are collected and processed by section but may also be processed by course, department, college, etc. The student responses are anonymous, and two copies of the questionnaire results are returned to the instructor only. He may submit one copy, if he chooses to do so, to his department chairman for consideration in the evaluation of his teaching. Each instructor's results are compared to an appropriate norm group. Comparisons are made with other instructors of his own academic rank, with those at the same course level (i.e., 100 level=freshmen, 200 level=sophomore, 300 level=junior and senior, 400 level=graduate), with other instructors in his particular department or college, as well as with all courses at that university to all courses that have used the CEQ throughout the United States. Conferences relative to the interpretation of results may be arranged at the instructor's convenience. (Author)

ED 080 082

HE 004 484

Friedman, Nathalie And Others

The Federal College Work-Study Program: A Status Report, Fiscal Year 1971. Final Report.

Columbia Univ., New York, N.Y. Bureau of Applied Social Research.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date 73

Contract—OEC-0-70-5020(458)

Note—432p.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Educational Finance, *Financial Support, Higher Education, *Part Time Jobs, *Student Employment, *Work Study Programs Identifiers—*College Work Study Program

This report on the Federal College Work-Study (CWS) Program is based on data obtained from students holding CWS jobs, employers hiring students under the program, financial aid personnel administering the program at the institutional level, and officials implementing the program at the regional and national levels. The objectives of the study were to gain information about: (1) the types of programs operating at different institutions, (2) the consequences of the program for students, institutions, and employing agencies, (3) the extent to which existing institutional channels and machinery at the national, regional and institutional levels have been effective in implementing and administering the program, and (4) the extent to which the program is accomplishing its stated objectives. The major conclusion of this study is that the CWS program is achieving its primary goal of enabling students from low-income families to help defray the costs of post-secondary education with the earnings from part-time and summer employment. On the average CWS earnings are paying half of the basic costs of attending college. (Author)

ED 080 083

HE 004 485

Sanderson, Robert D.

The Expansion of University Facilities to Accommodate Increasing Enrollments.

California Univ., Berkeley. Ford Foundation Program for Research in Univ. Administration.

Spons Agency—Ford Foundation, New York, N.Y.

Report No.—Paper-P-3

Pub Date Nov 69

Note—54p.

Available from—Ford Foundation, 2288 Fulton Street, Berkeley, California 94720

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Needs, *Enrollment Trends, *Facility Expansion, *Facility Improvement, Facility Requirements, *Higher Education, Models

Identifiers—*University of California

A mathematical model is developed for the expansion of facilities at different campuses of the University of California for a given sequence of enrollment forecasts. Based on total projected enrollments for the University system, the model computes a minimum total cost expansion program, i.e., the stages at which to expand existing campuses or to build new ones, and the enrollments that should be allocated to those campuses. It is formulated as a network-flow problem in which nonzero flows on certain arcs incur fixed charges; however, for computational purposes the problem may be reduced to a linear integer program in binary variables. The model does not include such factors as graduate-undergraduate mix, departmental mix, departmental sizes, or restrictions on tenure faculty, but rather is oriented towards a method of accommodating gross enrollments. (Author)

ED 080 084

HE 004 486

Bartholomew, D. J.

A Mathematical Analysis of Structural Control in a Graded Manpower System.

California Univ., Berkeley. Ford Foundation Program for Research in Univ. Administration.

Spons Agency—Ford Foundation, New York, N.Y.

Report No.—Paper-P-4

Pub Date Dec 69

Note—62p.

Available from—Ford Foundation, 2288 Fulton Street, Berkeley, California 94720

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Administration, *Faculty, *Higher Education, *Manpower Utilization, *Mathematical Applications, Mathematical Models, Models, Research, Research Projects, *Structural Analysis

Identifiers—*University of California

This report considers a university faculty which is divided into k grades. The total size is to remain fixed, but the proportions in the grades may vary. The problem is to find control strategies which will bring about desired changes in these proportions. This report is confined to investigating what can be achieved by controlling the numbers of new appointments made into each grade. It is assumed that movements within the

system and to the outside would be governed by time-homogeneous transition probabilities. A number of theorems are presented showing that not all structures can be attained and that some which are attainable cannot be maintained. Some bounds are given for the length of time needed to achieve the goal when this is possible. A number of suboptimal strategies are proposed and their performance is studied empirically. Suggestions are made for further research. Finally, a non-technical summary of this analysis is given at the beginning of this report. (Author)

ED 080 085 HE 004 487

Oliver, Robert M.
Models for Predicting Gross Enrollments at the University of California.

California Univ., Berkeley. Ford Foundation Program for Research in Univ. Administration.
Spons. Agency—Ford Foundation, New York, N.Y.

Report No.—RR-68-3

Pub Date Aug 68

Note—29p.

Available from—Ford Foundation, 2288 Fulton Street, Berkeley, California 94720

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Students, *Educational Planning, Educational Research, *Enrollment Trends, *Higher Education, Models, Research, Research Projects

Identifiers—*University of California

The purpose of this report is to discuss and compare two mathematical models for predicting student enrollments at the University of California. One has been proposed in the scientific literature and the second has been used by the state of California since 1963 to forecast student enrollments. The specific problems addressed in this report are the prediction of gross enrollments, i.e., freshmen, sophomores, etc., for a particular campus of the University as a whole. Although the experimental data is restricted to undergraduates, the discussion and conclusions are probably appropriate to graduate levels as well. (Author)

ED 080 086 HE 004 488

Marshall, Kneale T. Oliver, Robert M.

A Constant Work Model for Student Attendance and Enrollment.

California Univ., Berkeley. Ford Foundation Program for Research in Univ. Administration.

Spons. Agency—Ford Foundation, New York, N.Y.

Report No.—RR-69-1

Pub Date Feb 69

Note—24p.

Available from—Ford Foundation, 2288 Fulton Street, Berkeley, California 94720

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attendance Patterns, Behavior Patterns, *College Students, *Enrollment Trends, *Higher Education, Models, Research, Research Projects, *Undergraduate Study

Identifiers—*University of California

The authors develop a model of undergraduate student attendance that relies on five parameters, one of these being a parameter of total work, w , required to complete the degree. An enrollment forecasting method consistent with these attendance patterns is developed and compared with data for the period, 1961-1966, and a cohort of 2126 and 3298 freshmen entering in the fall semesters of 1955 and 1960, respectively. Under the assumptions of the model, the probability of graduating is shown to be the w power of the conditional probability of successful completion of a unit of work given that a student drops out or attends and successfully completes a unit of work. (Author)

ED 080 087 HE 004 489

Breneman, David

The Stability of Faculty Input Coefficients in Linear Workload Models of the University of California.

California Univ., Berkeley. Ford Foundation Program for Research in Univ. Administration.

Spons. Agency—Ford Foundation, New York, N.Y.

Report No.—RR-69-4

Pub Date Apr 69

Note—30p.

Available from—Ford Foundation, 2288 Fulton Street, Berkeley, California 94720

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Demand, *Educational Research, *Faculty, *Higher Education, Models, Research, Research Projects, *Teaching Load

Identifiers—*University of California

Two linear workload models of the University of California have been developed which can be used to forecast the university's demand for faculty. Both utilize a matrix of faculty input coefficients to transform a vector of student enrollment projections into a forecast of required faculty members. The purpose of the present investigation was twofold: (1) to explore the computational feasibility of a linear workload model that predicts the demand for University of California faculty by department rather than by the currently used subject matter groups; (2) to determine whether the faculty input coefficients are sufficiently stable over time to provide meaningful forecasts. The first section of the report describes the dimensions of the departmental model, and proposes a meaningful method of aggregation. In the second section, several sets of Berkeley faculty input coefficients for the years 1963-1966 are presented, together with an analysis of the instability evident in several of them. (Author)

ED 080 088 HE 004 490

Oliver, Robert M.

An Equilibrium Model of Faculty Appointments, Promotions, and Quota Restrictions.

California Univ., Berkeley. Ford Foundation Program for Research in Univ. Administration.

Spons. Agency—Ford Foundation, New York, N.Y.

Report No.—RR-69-10

Pub Date Mar 69

Note—44p.

Available from—Ford Foundation, 2288 Fulton Street, Berkeley, California 94720

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Faculty, Educational Research, *Faculty Mobility, *Faculty Promotion, *Higher Education, Models, Research, Research Projects, *Tenure

Identifiers—*University of California

In this study, the author attempts to identify feasible new appointment schedules for a large tenure and nontenure faculty group in which quota restrictions have been applied to the total number of faculty appointments. It is assumed that the system is in equilibrium in the sense that the flow rate of new appointments is equal to the sum of resignation, retirement, and death rates. Several models were formulated and discussed at the University of California in the fall of 1967; it soon became apparent that there was a need for a simple, informal explanation and discussion of the more complicated statistical models used to predict faculty movements, promotions, resignations, and changes in rank and age distributions with the passage of time for the planning purposes of institutional administrators. This report is intended to be such a device for explaining the underlying patterns of tenure and nontenure personnel movements, and as a model for estimating the magnitude of these flows and the qualitative effect of new appointments on promotions policies. (Author)

ED 080 089 HE 004 498

Wachtel, Paul

A Note on the Interaction of Schooling and Ability.

New York Univ., N.Y. Graduate School of Business Administration.

Report No.—WP-73-33

Pub Date Jun 73

Note—17p.

Available from—Paul Wachtel, c/o The Graduate School of Business Administration, New York University, 100 Trinity Place, New York, N.Y. 10006

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Benefits, *Higher Education, *Rewards, *Social Mobility, *Social Opportunities

The effect of schooling and ability on earnings is well documented. However, the existing literature does not demonstrate conclusively whether schooling and ability are complementary determinants of earnings. In particular, recent publications by John Hause and by Paul Taubman and Terence Wales reach opposite conclusions on the existence of an interaction effect. Interestingly enough the two studies make use of the same

data set, the NBER-TH sample. The author reexamines and reestimates various tests for the existence of an interaction in the NBER-TH data. He concludes that despite strong theoretical considerations in support of an interaction effect there is very little statistical evidence for a significant interaction. The theoretical importance of an interaction effect is briefly discussed, followed by a discussion of the Hause and Taubman and Wales tests. Finally, various specifications of the earnings function are estimated and exact tests for an interaction are made. The effect of alternative specifications and tests on the results are compared. (Author)

ED 080 090 HE 004 505

The Foreign Medical Graduate: A Bibliography.

Health Resources Administration (DHEW/PHS), Washington, D.C. Div. of Manpower Intelligence.

Report No.—DHEW-Pub-NIH-73-440

Pub Date Nov 72

Note—109p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (GPO 1741-00050, \$1.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Bibliographies, *Foreign Students, Graduate Students, Health Occupations, *Higher Education, International Education, *Medical Education, *Medical Students

The focus of this bibliography is the foreign medical graduate in the United States. Citations deal with this subject from several perspectives, including education of foreign medical graduates abroad, the flow of foreign medical graduates to the United States, and their training and utilization in American medicine. The references were compiled with the aid of MEDLARS (The Medical Literature Analysis and Retrieval System of the National Library of Medicine), updated by Index Medicus, and expanded through current publications and referrals. The cut-off date for the literature search for this first edition of the bibliography was September 1972. (Author)

ED 080 091 HE 004 506

Locklin, Ralph

Perceptions of Desired and Actual Goals and Influence Structure at a Small Private Liberal Arts College.

Pub Date [73]

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Faculty, *Educational Objectives, Governing Boards, Higher Education, Liberal Arts, Power Structure, *Private Colleges, Questionnaires, Research, Research Projects, *Student Attitudes, *Student Behavior, Student Government, *Teacher Influence

Identifiers—*Pomona College Goals Conference Survey

During the first weeks of the fall semester, the Pomona College Goals Conference Survey sampled four groups in the college community: trustees, administrators, faculty, and all classes of students. In the first part of the questionnaire, subjects responded with their perceptions of how much influence each of the five groups (students, student government, faculty, administration, and trustees) currently has in campus affairs and how much influence each group should have. While the majority of respondents expressed a preference for a high level of influence in each group on most issues, disagreement occurred on whose influence should predominate. Trustees had the closest correspondence in their ratings of current and ideal patterns of influence, and students' current and ideal ratings were least alike. In the second part of the questionnaire, each group rated the current and ideal level of importance of 29 goal statements. While the groups were more alike than unlike in their ratings, students and faculty had the highest level of agreement and trustees had the least strong agreement with other groups. Generally, there was less agreement on what the relative importance of goals should be than on how important goals actually are. Respondents indicated in the third part of the questionnaire how acceptable certain roles and attitudes were for the institution. Traditional means of influencing society were most acceptable to all groups. (Author)

ED 080 092

HE 004 508

Gage, Gerald

An Interpretive Analysis of Information on Instructional Accountability in Higher Education. Final Report.

Oregon State System of Higher Education, Monmouth. Teaching Research Div.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.

Bureau No—BR-2-0300

Pub Date May 73

Grant—OEG-0-72-3837

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Administrator Education, *Educational Accountability, *Educational Research, *Higher Education, *Instructional Programs, Literature Reviews, Performance Criteria, Research Projects, Undergraduate Study

This paper is essentially an interpretive review of the literature on accountability as related to instructional programs in higher education. It is directed toward academic administrators, although others in higher education may find it useful. Accountability was treated as an essential set of transactions present in every relationship involving two or more individuals or agencies where: (1) there are expectations regarding performance, (2) those involved cannot remain in continuous proximity, and (3) at least one of those involved has the inclination and capability of influencing the behavior of one or more of the others. It was assumed that accountability is already functioning in all existing institutions and that it would probably be more congenial and productive if improvements could be made in those activities involving: (1) establishing and clarifying expectations, (2) obtaining and disseminating quality information, and (3) making adaptive responses. A review of current conditions regarding accountability in relation to undergraduate instruction would on the surface suggest that almost any change would be an improvement, proposed changes must be evaluated in terms of the threat posed to institutional autonomy and academic freedom. (Author)

ED 080 093

HE 004 510

Kieft, Raymond N.

Collective Bargaining: Its Impact for Institutional Research.

Central Michigan Univ., Mount Pleasant. Office of Instruction and Research.

Pub Date 10 Apr 73

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Collective Bargaining, Collective Negotiation, Contracts, Educational Demand, *Faculty, *Higher Education, *Institutional Research, Institutional Role, *Teacher Salaries

Identifiers—*Central Michigan University

Central Michigan University was the first single campus, 4-year institution of higher education in the United States to enter into a collective bargaining agreement with its faculty. This first agreement in 1969 was followed by a multiyear contract for the year 1971-74 which represented the first instance of a second successful contract in a 4-year institution of higher education. This paper deals with some of the basic demands imposed upon institutional research at Central Michigan University during these bargaining periods and the responses made to these demands. Special emphasis is given to anticipating demands and generating the data necessary to meet those demands. (Author)

ED 080 094

HE 004 512

Sheehan, Bernard S. Serediak, Barbara

University Impact on Local Economy.

Calgary Univ. (Alberta). Office of Institutional Research.

Pub Date May 73

Note—11p.; Presented at the 1973 Forum for the Association for Institutional Research, Vancouver, British Columbia, May 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Development, *Community Role, Consumer Economics, Costs, Economics, *Educational Economics, *Educational Finance, Educational Research, Expenditures, *Higher Education, Institutional Research, Universities

Universities influence local economies by generating gross real goods and services from in-

stitutional expenditures and personal expenditures of staff, students and visitors. A simple minimum cost methodology for determining the extent of the economic impact of a university on its local economy is described and illustrated. Local income, jobs, and business investment opportunities created as a result of staff, students, visitors and university expenditures are estimated. Estimates of multipliers for expenditures, initial income, and employment are used to yield economic impact in terms of generated local income and local jobs supported by the university. This methodology is applied to show the University of Calgary's economic impact on the city of Calgary for three years. (Author)

ED 080 095

HE 004 513

Christie, C. J. Hipgrave, D. J.

A Deterministic Model for Investigating the Feasibility of Year Round Operation of Universities in the Province of Ontario.

Woods, Gordon and Co., Toronto (Ontario). Operations Research Div.

Spons Agency—Ontario Commission on Post Secondary Education, Toronto.

Pub Date May 73

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administration, Cost Effectiveness, Educational Research, *Extended School Year, Feasibility Studies, *Higher Education, *Institutional Research, Models, Operations Research, *School Schedules, Universities, *Year Round Schools

Identifiers—Canada, *Ontario

This paper describes a computer model that was developed for use to predict the effects of operating the universities in the province of Ontario on a year round basis. The apparent advantage in going to year round operation of universities is the saving in capital costs of buildings and other facilities. This can be achieved because the student enrollment is spread more evenly over the twelve month year and therefore fewer students are in attendance at any one time. The disadvantage of year round operation is the increase in operational costs due to increased instruction costs associated with offering courses year round and also other costs associated with opening the university facilities all year. Whether any particular program of year round operation results in a net saving over the standard two term program depends on many factors and is the purpose of this model. This study was undertaken on behalf of the Ontario Commission on Post Secondary Education. The paper describes how key variables were identified, the method of analysis and the important conclusions derived from the results of the model. Particular attention is given to the problems encountered in obtaining data and how these problems were overcome by using a parametric approach. This allowed a sensitivity analysis to be performed whereby key variables were assigned different values and the sensitivity of the costs to these changes was observed. (Author)

ED 080 096

HE 004 514

Richardson, Judy And Others

Research Reputation and Teaching Quality in University Departments.

Washington Univ., Seattle. Office of Institutional Educational Research.

Pub Date May 73

Note—14p.; Presented at the Annual Forum of the Association for Institutional Research, Vancouver, Canada, May 15-18, 1973

Available from—Judy Richardson, University of Washington, Seattle, Washington

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Educational Quality, *Educational Research, *Higher Education, Research, Research Projects, *Research Utilization, Teacher Evaluation, *Teaching Quality, Universities

Identifiers—*University of Washington

This paper summarizes a May 1972, study of the relationship between teaching and research in seventeen University of Washington departments. The study sought correlations among the following: (1) Research reputation, measured by departments' ratings in the most recent American Council on Education's rating of Graduate Programs. (2) Departmental operating data, including allocation of faculty time between teaching and research. (3) Departmental teaching quality,

measured by a specially-prepared student rating instrument that included items on the incorporation of research into teaching. Major results were as follows: (1) No overall relationship between research reputation and teaching quality was found. This appeared to be the result of departmental and subject matter differences in the relationship between research and teaching. (2) Teaching quality and percentage of time spent by teaching faculty in research were found to be negatively correlated. (3) Student ratings on the research-oriented items improved as the level of instruction advanced. (Author)

ED 080 097

HE 004 515

Freeman, Thomas M. Rossmeier, Joseph G.

A New Look at Tenure: A Management Imperative.

Michigan State Univ., East Lansing. Office of Institutional Research.

Pub Date 10 May 73

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Faculty, Educational Administration, Educational Research, *Higher Education, *Institutional Research, Management, *Teacher Welfare, *Tenure

This study examines several tenure trends, their relation to other current issues in higher education, the problem of supporting tenure trends in the future, and several solutions to resolve the current tenure crisis including another viable basis for analyzing tenure data. Some of the more reliable position indicators of tenure trends are faculty-by-rank distribution, potential faculty eligible for tenure and actual tenured faculty rates. These trends indicate that the number of tenured faculty is increasing at a rate of .5 to .7 percent per year. In reviewing tenure policies, institutions must be able to deal with future program shifts, demands of collective bargaining, federal and state financial cutbacks, and normal higher costs to retain tenured faculty. Several solutions applied to problems stemming from too many tenured faculty include quotas, equalized rank distribution, early retirement benefits, term contracts, more temporary appointments, appointment of new faculty only to lower ranks, and general slowdown of rate of promotion. Another alternative for resolving the tenure problem involves the concept of flexible dollars. These are dollars not committed because of tenure, job security, or other relatively fixed forms of financial obligations. In analyzing institutional situations, tenure commitment calculations are based on dollars rather than on positions. Normally 10 to 15 percent must be added to an institution's tenured personnel percentage figure to obtain actual dollar commitment. (Author)

ED 080 098

HE 004 549

Ross, Bernard H.

University-City Relations: From Coexistence to Cooperation.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—RR-3

Pub Date 73

Note—43p.

Available from—American Association for Higher Education, 1 Dupont Circle, Suite 780, Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—City Government, Educational Finance, *Higher Education, *Local Government, *School Community Cooperation, *School Community Relationship, School Environment, School Expansion, *Universities

The relationship between local governments and institutions of higher learning has been the subject of increased discussion. This monograph examines what faculty, administrators, public officials, and other commentators say about this relationship and analyzes their comments. Chapter one delineates the scope of the study and defines terms most frequently used in the monograph. In Chapter 2 the impact of the college or university upon the local environment is examined. Major factors discussed are the university as employer; the financial relationships between universities and local governments; the provision of public services to the university community. Chapter 3 considers the development of the university's academic and practical involvement in urban af-

fairs, with focus on trends that emerged during the 1960's. Chapter 4 examines the strengths and weaknesses of colleges, universities, and of the local governments as they seek to accommodate each other. Chapter 5 presents conclusions about past and present efforts of colleges, universities and local governments as they interact with each other in urban environments. Finally, recommendations are given that would increase the cooperation between two of society's most significant institutions. A 43-item bibliography is included. (Author/MJM)

ED 080 099 HE 004 550
Wright, Stephen J.
Traditionally Black Colleges: A Brief Review.
Research Currents.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Note—4p.

Available from—American Association for Higher Education, 1 Dupont Circle, Suite 780, Washington, D.C. 20036 (\$15)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Educational Needs, *Higher Education, *Literature Reviews, *Negro Colleges, *Negro Education

This report presents a review of the literature concerning traditionally black colleges. Emphasis is placed on governance and administration, teaching and the educational programs, financial problems and support, faculties, students, the black university and the future of black colleges. A bibliography is included. (MJM)

ED 080 100 HE 004 551
Cross, K. Patricia

The Integration of Learning and Earning: Cooperative Education and Nontraditional Study.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—RR-4

Pub Date 73

Note—70p.

Available from—American Association for Higher Education, 1 Dupont Circle, Suite 780, Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cooperative Education, *Cooperative Programs, Educational Innovation, *Higher Education, *Learning Experience, Work Experience Programs, *Work Study Programs

This paper examines the rapidly developing trends of cooperative education and nontraditional study. The author sees these trends as an attempt to end the self-imposed isolation of higher education. The first, cooperative education, brings students out of the more traditionally cloistered classroom setting into the world of work. The second, nontraditional studies, brings adults who in past years have completed college back into the classroom. These trends are seen as a response to pressures to integrate education into the life needs of learners as well as to allow greater educational opportunity for a larger number of potential students. An extensive bibliography is included. (MJM)

ED 080 101 HE 004 552
Trivett, David A.

Postsecondary Education: The New Meaning.
Research Currents.

American Association for Higher Education, Washington, D.C.; ERIC Clearinghouse on Higher Education, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Note—4p.

Available from—American Association for Higher Education, 1 Dupont Circle, Suite 780, Washington, D.C. 20036 (\$15)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Continuous Learning, Education, *Higher Education, Learning Experience, *Learning Processes, *Postsecondary Education, *Semantics, Vocational Education

This document proposes a new meaning for the term postsecondary education: (adult learning through an accredited or eligible institution). Following a preliminary definition, this paper suggests some related issues in the milieu of higher education, then explores several of the abstract arguments for a new meaning. Aspects of the Education Amendments of 1972 which give weight of public law and financing to the new concept are described. Of great importance to traditional higher education is the range of new enterprises (and competitors) that postsecondary education embraces. The scope of educational activity for adults outside colleges and universities is described through references to the extent of adult educational interest, and role and extent of proprietary, military, government, business and labor education. A bibliography is included. (Author/MJM)

ED 080 102 HE 004 640
AAUP Policy Documents and Reports.

American Association of Univ. Professors, Washington, D.C.

Pub Date 73

Note—88p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrative Policy, College Faculty, *Organizational Development, *Organizations (Groups), *Policy Formation, *Professors

Identifiers—*American Association of University Professors

This document presents a wide range of policy documents and reports determined by the American Association of University Professors. The areas of concern include academic freedom, tenure, due process, college and university government, collective representation, professional ethics, student rights and freedoms, college and university accreditation, research and teaching, and collateral benefits. The constitution of the Association is also included. (MJM)

JC

ED 080 103 JC 730 178
Henderson, Lee G.

A Plan for Planning for a State Community College System.

Center for State and Regional Leadership, Florida; Florida State Univ., Tallahassee. Dept. of Higher Education.

Spons Agency—Kellogg Foundation, Battle Creek, Mich.

Pub Date Jun 73

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Programs, *Community Colleges, *Master Plans, Models, Program Budgeting, Program Descriptions, Program Development, *Program Planning, State Programs, *Statewide Planning, Systems Development

Identifiers—Florida

Planning methodology should concentrate first on outcomes before emphasizing inputs and processes. In developing a plan for planning for a State community college system, such questions as these must be answered: why plan? who plans? what is to be included in the planning? what is the time frame for planning? Five general processes, each a subsystem of activities, tasks, resources, policies, and procedures, are involved in the planning cycle for Florida: (1) an assessment of the conditions and environment of the community college system; (2) an assessment of societal needs the college is responsible for considering; (3) a definition of goals and setting of objectives based on the needs assessment; (4) a determination of a program of action to achieve the objectives; and (5) an assessment of progress toward achieving the objectives. The Community College System Plan is designed to produce a document specifying clear goals and objectives for the State system. Involved in developing such a plan are: status assessment, needs assessment, evaluation of the current long-range plan, statement of assumptions, identification and documentation of system-wide goals, and development of the planning procedures manual. College Planning Systems should be developed to serve the management and planning needs of the individual colleges. The Community College Pro-

gram Plan and Budget should state goals, objectives, and resource requirements for the State for a multi-year period. The Statewide Plan, when completed, should include the purpose of the plan, program plans and budgets, and assessment of the prior year long-range system plan. An implementation schedule and program structure are appended. (KM)

ED 080 104 JC 730 179

Jordan, Richard L.

Oakton Community College Curriculum Report.

Oakton Community Coll., Morton Grove, Ill.

Pub Date 17 Jul 73

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Curriculum, *Community Colleges, Courses, *Curriculum, Curriculum Design, *Curriculum Development, Post Secondary Education, Program Descriptions

In curriculum development at Oakton Community College, a number of factors are considered for each type of curriculum. For baccalaureate curricula, transferability, completeness, enrollment, relevance and cost are considered. For career curricula, the following are considered: community, State and National need and acceptance; available jobs, pay; enrollment, chargebacks; Cooperation with other colleges; approval of certain State agencies; approval of national accrediting association; and cost. For general studies, student need, enrollment and cost are considered. Various offices, committees, individuals and outside agencies are involved in curriculum design, supervision, implementation, and evaluation. During the next few years curriculum development will be limited somewhat by space problems and the nationwide drop in college enrollments. Probably no new curricula will be developed in the baccalaureate area. Special interest programs for students will be implemented from time to time. An Election '74 program is now under development. Courses as extensions of existing curricula will be added from time to time, and some new disciplines, such as astronomy, may be added. The thrust in curriculum development during the next five years will be in career education. (KM)

ED 080 105 JC 730 180

Utilization of Para-Professional Counselors. Final Project Report.

Southwestern Coll., Chula Vista, Calif.

Spons Agency—California State Dept. of Education, Sacramento. Bureau of Program Planning and Development.

Pub Date 30 Sep 71

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Counseling Effectiveness, Counseling Services, *Counselors, *Counselor Training, Manpower Utilization, On the Job Training, *Paraprofessional School Personnel, Post Secondary Education, Program Descriptions

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

This Title III project involved the training and utilization of a paraprofessional counselor in working with a sample of first-time freshmen students at California's Southwestern College. The hypothesis was that a team consisting of a paraprofessional and professional counselor would be more effective in counseling; the assignment of routine tasks to the paraprofessional will enable the professional to concentrate on his area of expertise. The paraprofessional received special training from the professional counselor, and an inservice training program was also conducted. A data card was designed to determine whether a student seeking counseling could be assigned to the paraprofessional and to determine the total number of students the counselors see. This final report is presented in three parts: statistical data, narrative, and financial data. The Para-Professional Training Manual is attached. (KM)

ED 080 106 JC 730 181

Texas Community Junior College Research 1972-1973. Second Annual Report.

Texas Association of Junior Coll. Instructional Administrators.

Report No.—AR-2

Pub Date 10 Jun 73

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annual Reports, *Case Studies, Community Colleges, *Decision Making, *Enrollment Influences, Junior Colleges, *Management Systems, Minority Groups, Perception, Persistence, Post Secondary Education, *Surveys, Technical Reports

Three research projects supervised by the Research Committee of the Texas Association of Junior College Instructional Administrators are reported. The first, "Selected Aspects of Internal Decision-Making in Public-Supported Community Colleges in Texas as Perceived by Administrators, Faculty Members, and Student Leaders, involved the use of questionnaires in determining differences between the perceptions of the three groups. The second, "A Study of the Management Systems of the Junior Colleges in the State of Texas," was for the purpose of ascertaining the relationship of perception between members of the administrative group and the faculty group in response to the Likert management systems (exploitive authoritative, benevolent authoritative, consultative, and participative) and to determine the statistical relationship of these perceptions to certain institutional variables. The third, "A Study of Factors Which Influence Minority and Non-Minority Student Enrollment and Persistence in a Community College," also studied characteristics of non-attenders, non-persisters, and graduates, using case studies and questionnaires. Three additional research projects completed or in progress are listed. A feedback form for comments and suggestions to the Research Committee is provided. (KM)

ED 080 107 JC 730 182

Weinstock, Chuck
Learning Contracts: Facilitating Academic Change.

Washington State Board for Community Coll. Education, Seattle. Research and Planning Office.

Pub Date Feb 73

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Colleges, Learning Motivation, *Learning Theories, *Performance Contracts, Performance Criteria, Post Secondary Education, Program Descriptions, Student Alienation, *Student Motivation, *Student Participation

The learning contract, a written agreement between a student and a sponsor (teacher, counselor, "facilitator"), describes what the student wants to learn and states the basis on which credit is to be earned. Use of the latter concept to utilize community resources evidences the realization that learning takes place not only in schools but wherever the learner and his environment interact. The contract may or may not, depending on individual needs and preferences, designate a time limit for completion of the contract. The student and the sponsor choose learning materials, and the student participates in making assignments. The learning contract is intended to increase the student's academic and personal growth through a reduction of competitive pressure, pressure to conform, frustration, and through an increase in interest and initiative. Eight sample contracts are attached. (KM)

ED 080 108 JC 730 183

Community College Vocational Cooperative Education: Exemplary Project in Vocational Education Conducted Under Part D of Public Law 90-576. Final Report.

Coast Community Coll. District, Costa Mesa, Calif.; San Mateo Junior Coll. District, Calif.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 1 Sep 73

Contract—OEC-0-71-0527(361)

Note—64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Colleges, Consortia, *Cooperative Education, *Demonstration Programs, Job Training, Post Secondary Education, Program Descriptions, *Vocational Education, *Work Experience Programs

The final report is presented for an exemplary program in vocational cooperative education for community colleges developed through a three-year consortium effort of five California community colleges. This national demonstration model shows that community college cooperative education (Classroom study and off-campus, paid work

experience) is an effective solution to many problems of student motivation, educational relevance, scholastic achievement, and retention in college, and helps to bridge the gap between school and employment. Among the findings were the following: (1) retention is improved by a factor of more than two to one; (2) academic standing is maintained or improved; (3) educationally disadvantaged students show improved progress; (4) employers are highly receptive after effective demonstration and promotion; (5) cost-effectiveness is being demonstrated as highly productive for the funds invested. Progress toward each of six objectives is described, and reports of various segments of innovation within the project are provided through discussion of 20 progress indicators, including enrollments, bilingual programs, new careers for women, evaluations, and employer reactions. (For related documents, see ED 058 880 and ED 068 092.) (KM)

ED 080 109 JC 730 184

Parker, Charles A.

Cost Benefit Analysis: Non-Traditional Education for the Disadvantaged. A Report of the National Dissemination Project for the Community Colleges.

Washington State Board for Community Coll. Education, Seattle. Research and Planning Office.

Pub Date 73

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cost Effectiveness, Decision Making, *Disadvantaged Groups, *Educational Innovation, Educational Objectives, Post Secondary Education, Program Budgeting, *Program Costs, Program Planning, *Systems Analysis

This report explores the need for cost-benefit analysis in non-traditional education for the disadvantaged and presents practical suggestions and steps needed to carry out an effective analysis, based upon the experiences in the Community College of Vermont. Steps in such an analysis include: (1) understand the informational needs of the various audiences; (2) identify the objectives of the decision-maker; (3) identify alternative means of obtaining these objectives; (4) identify costs and benefits of the various alternatives; (5) develop a model to predict future costs and benefits; (6) provide a criterion for ranking alternatives; and (7) remember that the decision-maker may choose to consider additional criteria in the final decision-making. (Author/KM)

ED 080 110 JC 730 185

The Community Involvement Program: Recognizing Community-Based Learning. A Report of the National Dissemination Project for the Community Colleges.

Washington State Board for Community Coll. Education, Seattle. Research and Planning Office.

Pub Date 73

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Admission, *College Credits, *Community Colleges, *Community Involvement, Community Resources, Educational Innovation, Post Secondary Education, *School Community Cooperation, State Programs, Technical Reports

The Community Involvement Program is a statewide community college program in Washington offering credit for community-based learning. Excerpts from several Community Involvement Program reports are presented: (1) overview of the Community Involvement Program (from the final report)—the CIP facilitated the development of a community-based learning program, developed a structure enabling students and faculty to participate in decision-making, created a mechanism for channeling college resources into the community, functioned as good public relations for the college, facilitated use of the open-door policy, and aided more efficient utilization of the tax dollar; (2) benefits of community-based learning—from "A Handbook and Recommended Guidelines for Community-Based Learning in Washington's Community Colleges"; (3) CIP guidelines (from the handbook)—preplacement evaluation techniques, ongoing supervision and evaluation, techniques for evaluation of student performance at completion, and credit standards; and (4) project evaluation—913 students were asked via mail questionnaire about the impact of community involvement programs on

their career orientation and choice, the comparison of field experience learning with classroom study, assessment of the agency involved, and the strengths and weaknesses of the CIP organizationally on campus. (KM)

ED 080 111 JC 730 186

Weinstock, Chuck

Solutions for the Seventies: An Analysis of Competency-Based Learning and Cluster Colleges. A Report of the National Dissemination Project for the Community Colleges.

Washington State Board for Community Coll. Education, Seattle. Research and Planning Office.

Pub Date 73

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cluster Colleges, Community Colleges, *Educational Innovation, Open Education, *Open Enrollment, Post Secondary Education, Program Descriptions, *Program Effectiveness, *Relevance (Education), Student Needs

Identifiers—Competency Based Learning

In order to realize the goal of full opportunity that open admissions implies and to meet the needs of new types of students, we must restructure our educational institutions to meet the needs of individuals. Factors underlying the need to restructure are: (1) analysis of results of credit by examination shows that no particular method of college instruction is measurably preferred when evaluated by student examination performance; (2) tuition fees, which must be kept low to realize the open-door policy, are rising rapidly but still do not begin to meet expenses; and (3) statistics show that we keep out, drop out, and turn off more people than we graduate. Two examples of the response from community colleges to the need to restructure are: (1) competency-based learning—Minnesota Metropolitan State College and Vermont Community College; and (2) the cluster college concept—New York's Rockland Community College, California's Chabot Community College, and Illinois's DuPage Community College. (KM)

ED 080 112 JC 730 187

Mittler, Mary And Others

The Semester for Self-Directed Study: Confluent Education at the Community College Level.

Pub Date Dec 72

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographies, *Community Colleges, *Educational Strategies, *Independent Study, *Individualized Instruction, Literature Reviews, Post Secondary Education, Program Descriptions, Program Evaluation, Program Proposals, *Self Actualization

Identifiers—Confluent Education, Oakton Community College, *Semester for Self Directed Study

The need at the community college level for the development of new styles or modes of education that are consistent with the uniqueness of the individual student and will help him realize his human potential is discussed. Such styles or modes are based upon an educational theory called confluent education. The Semester for Self-Directed Study is a mode of education that allows for a learning environment that meets the cognitive as well as affective need of students who will not or cannot cope with the more traditional modes of learning. The Semester for Self-Directed Study was developed, proposed, and instituted at Oakton Community College during the 1971-72 academic year. The proposal upon which this program was based is provided, including the methodology (faculty recruitment and selection, curriculum-prerequisites and transferability, role of the student development personnel, student recruiting and selection, registration, contract procedure, organization and management, field study, facilities, and accountability), and collection and treatment of data. Literature related to the problem is referenced and discussed. An appendix provides a glossary of terms used most frequently in the text. The report concludes with a lengthy bibliography. (DB)

ED 080 113 JC 730 188

Fenske, Robert H. Scott, Craig S.

A Comparative Study of Recent Trends and Characteristics of Students Entering American Junior Colleges, 1968-72.

Pub Date 13 Jul 72

Note—32p.; Paper presented at midwest regional meeting of American Educational Research Association, Special Interest Group on Research in Junior Colleges (Ann Arbor, Michigan, July 13, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Freshmen, Colleges, *Comparative Analysis, Data Analysis, Enrollment Trends, Higher Education, *Junior Colleges, Post Secondary Education, Speeches, *Student Characteristics, Tables (Data), Technical Reports, Universities

Recent changes in the background characteristics and attributes of students entering American junior colleges are compared with those of students entering colleges offering baccalaureate and graduate degrees. Comparisons are also made between students entering private and public junior colleges. The characteristics and attributes are: Level of Educational Aspiration, College Choice Factors, Family Income, Racial/Ethnic Background, Type of Anticipated Housing During the First Year of College, Planned Extra Curricular Activities. The samples used were drawn from ACT Class Profile tapes containing information supplied by students who took the American College Testing Program's Assessment during the 1967-68, 1969-70, and 1971-72 test years. A total of 546,006 students (283,352 males and 258,654 females) from 275 institutions, including 69 two-year colleges (58 public and 11 private), comprised the study population. The breakdown as to college type was: 2-year colleges 72,451, 4-year colleges 49,406, master's-level colleges 195,627, and doctoral-level universities 224,522. The study results are provided in two sections—an analysis of the percentage distribution of each variable by year for all four institution types, and a comparison of the distribution for each of the variables between students in public and private junior colleges for all years combined. The study data are provided in 14 tables. The results of the study show that, in general, substantial differences exist between the distribution of characteristics of students entering junior colleges and those entering other colleges and universities. The implications of the findings are discussed. (DB)

ED 080 114

JC 730 190

Analysis of the 1972 Summer Session.

Cuyahoga Community Coll., Cleveland, Ohio.

Pub Date May 73

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, *Community Colleges, Comparative Analysis, Data Analysis, Data Collection, *Enrollment Rate, Grade Point Average, Post Secondary Education, Questionnaires, Statistical Data, *Student Attitudes, *Summer Schools, *Teacher Attitudes

Identifiers—*Cuyahoga Community College

To determine which summer-session length was most effective, a comparative analysis was made of student enrollments, student grade point averages (GPA), student satisfaction, and faculty opinions on the three campuses (Easter, Western, and Metropolitan) of Cuyahoga Community College. The terms compared were five, five and one-half, and eight weeks. Questionnaires were mailed to 1,230, or 20%, of the summer student body; 524 students responded. To ascertain faculty opinions, questionnaires were distributed to all 133 faculty members who taught during the 1971 (8 and 5 weeks) and 1972 (8 and 5- weeks) summer sessions; a total of 95, or 71%, answers were processed. Results of the study showed that the shorter term was more popular with the Western Campus students and that term length influenced the mean number of credit hours carried per student at that campus. The capability of completing a program of studies earlier than normal was most frequently cited as the reason for enrolling in a summer session; enrollment was not related to the length of the session. Most students were satisfied with the length of the term in which they were enrolled. Nearly all faculty respondents considered term length to be of some importance in attracting summer students. Summer GPA for 1972 was significantly higher than the GPA's of the 1971-72 academic year. There were significant differences between eight-week and five-and-one-half-week GPA's, the eight-week mean being 3.01 and the five and one-half mean being 2.61. These differences appeared to be related to campus influences. Twenty-six tables and eight appendices provide the data. (DB)

ED 080 115

JC 730 191

The Rehabilitation Specialist Program. A Report of a Demonstration Project for The Development of a Training Course for Housing Rehabilitation Specialists.

Massachusetts Bay Community Coll., Watertown. Spons Agency—Department of Housing and Urban Development, Washington, D.C.

Pub Date Nov 72

Note—43p.

Available from—Handbook for Housing Rehabilitation Specialists, Housing Rehabilitation Specialists Program, Massachusetts Bay Community College, 57 Stanley Avenue, Watertown, Mass. 02172 (free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Programs, Community Colleges, Course Content, *Curriculum Development, Demonstration Projects, Educational Objectives, *Guides, *Housing Management Aides, Post Secondary Education, *Project Training Methods, Resource Materials, Schedule Modules, *Specialists

Identifiers—*Massachusetts Bay Community College

A demonstration program to help local public agencies to train rehabilitation specialists is the focus of this report. The project objectives of the project were: (1) to develop a curriculum to educate and train housing rehabilitation specialists, (2) to test the curriculum in the classroom with three groups of students (nx75), and (3) to publish this curriculum and a "Handbook for Housing Rehabilitation Specialists." The six chapters provided in this report are: I. Summary of the Project, with results and recommendations; II. Overview of the Project—origins and first plans; III. Task One: Development of the Curriculum, how the educational objectives were identified and refined into a course; IV. Task Two: Testing the Course—through feedback from three successive groups of students; V. Task Three: Writing the Handbook—its background, intended audience, and uses; VI. Evaluative Summary—how the project appears to its staff in retrospect. Appendixes are: A. Summary of "Handbook" Chapters, and B. Organizational and Cost Guidelines. [Appendix C (Curriculum Advisory Committee Members), D (Instructors), and E (Student Awarded Certificates) have been deleted due to their marginal reproducibility.] The four basic accomplishments of this demonstration project were: a training program for rehabilitation specialists was designed and tried out in the classroom; 75 men completed the program and are doing better rehabilitation work in their communities; the "Handbook" is available as a training resource; and other local public agencies can consider adapting these results to their own needs. [The "Handbook" is published separately as a Technical Appendix.] (DB)

ED 080 116

JC 730 192

Howe, Ray

Community College Board of Trustees and Negotiations with Faculty.

American Association of Community and Junior Colleges, Washington, D.C.; Association of Community Coll. Trustees, Washington, D.C.

Spons Agency—Danforth Foundation, St. Louis, Mo.

Pub Date 73

Note—48p.

Available from—American Association of Community & Junior Colleges, One Dupont Circle, Washington, D. C. 20036 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Policy, *Collective Bargaining, *Collective Negotiation, College Administration, *Community Colleges, *Governing Boards, Guides, Post Secondary Education, *Teacher Administrator Relationship, *Trustees

The major methods and strategies employed by community college negotiating teams and the role of the board are examined. Discussions are provided of the causes of the emergence of collective bargaining in higher education, what the first concern of the board should be, how the board can provide leadership, whether the faculty choice of agent is a serious concern of the board, when the board's active involvement should begin, what options the board has, whether the board can or should express its reaction, who should represent the board, how the negotiator should involve the board, and the role of the president. Then, the following subjects are examined:

how the negotiator proceeds, why there is an emphasis on privacy, how negotiations begin, what negotiation actually means, what challenges arise at the bargaining table, what may be at stake at the bargaining table, whether bargaining is naturally aimed toward impasse, what to do if impasse comes, and the "game plan" of negotiations. Finally, descriptions are given of the board's role in ratification, how the board begins to live with a contract, the implication, the administration of a contract, how the negotiator can aid in implementation, the function of the grievance procedure, and whether bargaining will end all other faculty/administrative relationships. (DB)

LI

ED 080 117

LI 004 422

Kilgour, Frederick G., Comp. Davis, Hillis D., Comp.

The Development of a Computerized Regional Library System. Final Report.

Ohio Coll. Library Center, Columbus. Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-9-0554

Pub Date Jun 73

Contract—OEC-0-70-2289(506)

Note—58p.; (0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographic Citations, College Libraries, Expenditure Per Student, Information Dissemination, Information Retrieval, Library Automation, *Library Expenditures, *Library Networks, Library Research, Library Technical Processes, *On Line Systems, Regional Programs, Union Catalogs, *University Libraries

Identifiers—OCLC, *Ohio College Library Center

The purpose of the research and development described in this report is to implement and operate an on-line, computerized regional library system that makes available to faculty and students in individual colleges and universities the library resources throughout a region, while at the same time decelerating the rate of rise of per-student library costs. The major intellectual problem solved in the course of the investigation was the design of on-line computer files of bibliographic records and a technique for efficient retrieval of bibliographic data from the files employing derived, truncated search keys. The research and development culminated in the successful implementation of an on-line union catalog and shared cataloging system. A variety of libraries, large and small, had demonstrated that not only could the system slow the rate of rise of per-student costs, but also could effect net savings for libraries. The conclusions of this report are that the Ohio College Library Center (OCLC) system does make available library resources throughout a region to individuals at a participating institution, that it decelerates the rate of rise of per-student costs and can effect net savings, and is transferable to other regions. (The appendices are LI 004 423 through LI 004 428.) (Author/SJ)

ED 080 118

LI 004 423

Kilgour, Frederick G., Comp. Davis, Hillis D., Comp.

The Development of a Computerized Regional Library System. Appendices 1-4. Final Report.

Ohio Coll. Library Center, Columbus. Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—BR-9-0554

Pub Date Jun 73

Contract—OEC-0-70-2289(506)

Note—228p.; (0 References)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Cataloging, Catalogs, College Libraries, Expenditure Per Student, Library Automation, *Library Expenditures, *Library Networks, Library Technical Processes, Manuals, *On Line Systems, Regional Programs, Union Catalogs, *University Libraries

Identifiers—Cathode Ray Tube, OCLC, *Ohio College Library Center

The purpose of the Ohio College Library Center (OCLC) computerized regional library system is to provide an on-line system that makes available to faculty and students in individual col-

leges and universities the library resources throughout a region, while at the same time decelerating the rate of per-student library costs. The research and development culminated in the successful implementation of an on-line union catalog and shared cataloging system. The final report of the project is LI 004 422. This document contains appendices one through four: (1) Instruction Manual for Catalog Production, (2) Manual for OCLC Catalog Card Production, (3) Creation of Machine Readable Catalog Entries. An Adaptation of the "Data Preparation Manual: MARC Editors," and (4) Cataloging on a Cathode Ray Tube Terminal. (Other appendices are LI 004 424 through LI 004 428.) (Author/SJ)

ED 080 119 LI 004 424
Kilgour, Frederick G., Comp. Davis, Hillis D., Comp.

The Development of a Computerized Regional Library System. Appendices 5-14. Final Report. Ohio Coll. Library Center, Columbus.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-9-0554

Pub Date Jun 73

Contract—OEC-0-70-2289(506)

Note—245p.; (0 References)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Cataloging, College Libraries, Expenditure Per Student, Library Automation, *Library Expenditures, *Library Networks, Library Standards, Library Technical Processes, Manuals, *On Line Systems, Periodicals, Regional Programs, *Serials, Union Catalogs, *University Libraries

Identifiers—Cathode Ray Tube, OCLC, *Ohio College Library Center

The purpose of the Ohio College Library Center (OCLC) computerized regional library system is to provide an on-line system that makes available to faculty and students in individual colleges and universities the library resources throughout a region, while at the same time decelerating the rate of rise of per-student library costs. The research and development culminated in the successful implementation of an on-line union catalog and shared cataloging system. The final report of the project is LI 004 422. This document contains appendices five through fourteen: (5) Brief Description of the Serials Control System. A Preliminary Report; (6) A Preliminary Description of the OCLC Serials Control System; (7) Manual for Checking-in, Binding, and Claiming of Serials on a CRT Terminal; (8) Suggested Minimum Requirements for Serials Cataloging; (9) OCLC Technical Processing. A Preliminary Outline; (10) The Technical Processing System, May 1972; (11) Recommended Standards for the Cataloging of Serials; (12) Standards for Input Cataloging; (13) The Technical Processing System, August 1972; and (14) Ohio College Library Center Annual Report, 1971/1972. (Other appendices are LI 004 423 and LI 004 425 through LI 004 428.) (Author/SJ)

ED 080 120 LI 004 425
Kilgour, Frederick G., Comp. Davis, Hillis D., Comp.

Development of a Computerized Regional Library System. Appendix 24. Final Report. Ohio Coll. Library Center, Columbus.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-9-0554

Pub Date Jun 73

Contract—OEC-0-70-2289(506)

Note—104p.; (0 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Bibliographic Citations, *Cataloging, College Libraries, Computer Programs, Data Bases, Expenditure Per Student, Library Automation, *Library Expenditures, *Library Networks, *On Line Systems, Regional Programs, Union Catalogs, *University Libraries

Identifiers—Machine Readable Cataloging, MARC, OCLC, *Ohio College Library Center

The purpose of the Ohio College Library Center (OCLC) computerized regional library system is to provide an on-line system that makes available to faculty and students in individual colleges and universities the library resources throughout a region, while at the same time decelerating the rate of rise of per-student library costs. The research and development culminated in the successful implementation of an on-line union catalog and shared cataloging system. The

final report of the project is LI 004 422. This document contains appendix twenty-four. The Ohio College Library Center Program/Subroutine Documentation; Master Data Base Update (MD-BUPD). The program MD-BUPD (Master Data Base Update) is used to add the records from the weekly MARC tapes to the existing data base. This program takes a record that is in MARC format, checks the entries for validity, and converts it into the current bibliographic data file format. The program assigns an OCLC number to new records and adds them to the data base. MD-BUPD replaces corrected or revised records and deletes unwanted records. It also returns various statistics. (Other appendices are LI 004 423, LI 004 424 and LI 004 426 through LI 004 428.) (Author/SJ)

ED 080 121 LI 004 426
Kilgour, Frederick G., Comp. Davis, Hillis D., Comp.

The Development of a Computerized Regional Library System. Appendix 25. Final Report. Ohio Coll. Library Center, Columbus.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-9-0554

Pub Date Jun 73

Contract—OEC-0-70-2289(506)

Note—148p.; (0 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Bibliographic Citations, *Cataloging, College Libraries, Computer Programs, Expenditure Per Student, Library Automation, *Library Expenditures, *Library Networks, *On Line Systems, Regional Programs, Union Catalogs, *University Libraries

Identifiers—OCLC, *Ohio College Library Center

The purpose of the Ohio College Library Center (OCLC) computerized regional library system is to provide an on-line system that makes available to faculty and students in individual colleges and universities the library resources throughout a region, while at the same time decelerating the rate of rise of per-student library costs. The research and development culminated in the successful implementation of an on-line union catalog and shared cataloging system. The final report of the project is LI 004 422. This document contains appendix twenty-five. The Ohio College Library Center Program/Subroutine Documentation; Convert Call Number (CNVT). CNVT is the first step in the formatting and production of catalog cards. The primary function is to format the call number for each catalog card request according to the predetermined specifications. To accomplish the individual format, CNVT uses a massive tree structure of information accessed by profiles, one profile per member holding library. Secondary functions of CNVT include formatting of some user data and selective deletion of unnecessary data from the member profile. (Other appendices are LI 004 423 through LI 004 425, LI 004 427 and LI 004 428.) (Author/SJ)

ED 080 122 LI 004 427
Kilgour, Frederick G., Comp. Davis, Hillis D., Comp.

The Development of a Computerized Regional Library System. Appendices 26 & 27. Final Report. Ohio Coll. Library Center, Columbus.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-9-0554

Pub Date Jun 73

Contract—OEC-0-70-2289(506)

Note—168p.; (0 References)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Cataloging, College Libraries, *Computer Programs, Expenditure Per Student, Library Automation, *Library Expenditures, *Library Networks, Library Technical Processes, *On Line Systems, Regional Programs, Union Catalogs, *University Libraries

Identifiers—OCLC, *Ohio College Library Center

The purpose of the Ohio College Library Center (OCLC) computerized regional library system is to provide an on-line system that makes available to faculty and students in individual colleges and universities the library resources throughout a region, while at the same time decelerating the rate of rise of per-student library costs. The research and development culminated in the successful implementation of an on-line union catalog and shared cataloging system. The

final report of the project is LI 004 422. This document contains appendices twenty-six and -seven: The Ohio College Library Center Program/Subroutine Documentation—(26) Generate Pack Definition Tables (GENPDTS) and (27) Catalog Card Format Program (CCFP). The FORTRAN program, GENPDTS, records the institutions' coded cataloging requirements in the format required by the CCFP. The second step in the formatting and production of catalog cards which are sent to member libraries is the CCFP. Depending on pre-determined specifications for each member library, CCFP creates a card for each catalog set up by the member, varying the headings and setting indentations as prescribed by the member. (Other appendices are LI 004 423 through LI 004 426 and LI 004 428.) (Author/SJ)

ED 080 123 LI 004 428
Kilgour, Frederick G., Comp. Davis, Hillis D., Comp.

The Development of a Computerized Regional Library System. Appendix 28. Final Report. Ohio Coll. Library Center, Columbus.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—BR-9-0554

Pub Date Jun 73

Contract—OEC-0-70-2289(506)

Note—60p.; (0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cataloging, College Libraries, *Computer Programs, Expenditure Per Student, Library Automation, *Library Expenditures, *Library Networks, Library Technical Processes, *On Line Systems, Regional Programs, Union Catalogs, *University Libraries

Identifiers—OCLC, *Ohio College Library Center

The purpose of the Ohio College Library Center (OCLC) computerized regional library system is to provide an on-line system that makes available to faculty and students in individual colleges and universities the library resources throughout a region, while at the same time decelerating the rate of rise of per-student library costs. The research and development culminated in the successful implementation of an on-line union catalog and shared cataloging system. The final report of the project is LI 004 422. This document contains appendix twenty-eight. The Ohio College Library Center Program/Subroutine Documentation. Build Print Tape (BPT). BPT is the last step in the formatting of catalog cards. BPT has as input, the formatted records from the Catalog Card Format Program. The output from BPT is a tape of line images ready for printing. The primary function of BPT is to format each input record from CCFP into line images to be printed two across on the card stock. The first half of the run being printed on the left side, and the second half being printed on the right side. Secondary functions of BPT include setting up for pack divider cards, and setting up the accounting and billing information. (Other appendices are LI 004 423 through LI 004 427.) (Author/SJ)

ED 080 124 LI 004 429
Hight, Beatrice, Ed. Bensinger, Claire, Ed.

Criteria for Promotion and Tenure of Librarians in Zimmerman, Parish, and Fine Arts Libraries of the University of New Mexico, Albuquerque, New Mexico.

New Mexico Univ., Albuquerque. Zimmerman Library.

Pub Date 2 Mar 73

Note—10p.; (0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Faculty Promotion, *Librarians, *Promotion (Occupational), *Tenure, *University Libraries

Identifiers—*New Mexico University

The functions of a university library staff have changed greatly in recent years. More scholarship and creative work on the part of academic librarians are demanded, creating a need for library faculty members who have the ability to keep abreast of new developments in the library field, to integrate their knowledge with the teaching functions of the University, and to process informational materials for effective use. Although it is important that librarians gain specialized knowledge in order to be promoted into higher academic ranks, it is imperative that their own professional degrees be considered as equal in importance to those of their colleagues in

other subject fields and that librarians who show competency in their specialties be assured of rewards similar to those acquired by their colleagues in teaching fields. The tenured library faculty will review the standards and qualifications of librarians annually. Inducements will be provided for superior librarians to join the library staff, to give all librarians opportunities to contribute to the growth of the University, and to attain their highest potential development. It is imperative that librarians continue to have full faculty status with the academic rank, tenure, promotion, sabbaticals, leaves, and other benefits accorded to their teaching colleagues. It is equally important that they achieve the same expertise in their fields as is expected of the teaching faculty. (Author)

ED 080 125 LI 004 430

Schwarz, Philip John
Conversion of Periodical Holdings to Microform:
A Rating Form.

Wisconsin Univ. - Stout, Menomonie. Pierce Library.
Pub Date 73

Note—8p.; (0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Libraries, *Evaluation Criteria, Library Collections, Library Technical Processes, *Microforms, *Microreproduction, *Periodicals, Rating Scales, *Serials

The past decade has seen an increasing number of libraries move to convert their periodical holdings to microform. The very practical problem arises of how to determine which part of the collection should be converted and in what priority. A simple, yet effective, tool for use in non-research oriented colleges and universities is described. (Author)

ED 080 126 LI 004 431

Ricking, Myrl Booth, Robert E.
Illinois Task Analysis Project, Phase III, Handbook. First Draft.

American Library Association, Chicago, Ill. Library Administration Div.; Illinois Library Association, Chicago. Library Education Div. Spons Agency—Illinois State Library, Springfield.
Pub Date Aug 72

Note—98p.; (22 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Job Analysis, *Librarians, Libraries, Library Technicians, Manpower Development, Occupational Information, *Task Analysis

Identifiers—SERD Report

Three Illinois State Library Association workshops in the fall of 1972 used this draft handbook as a basis of discussion. Participants in the evaluation workshop were asked to comment upon the usefulness of the handbook particularly in assessing job levels, categorizing positions, assigning tasks or combinations of tasks, writing job descriptions, setting job specifications, and career development or related personnel utilization activities. (In view of their comments, the handbook is being rewritten and will be published by the American Library Association.) The contents of this draft version are: A systems approach to job analysis: concepts and principles; Job Analysis; List of Tasks; and, Dissemination and implementation strategies. (SJ)

ED 080 127 LI 004 432

Patrinostro, Frank S., Ed.
A Survey of Commonplace Problems in Library Automation; Volume 11, World Survey Series.

Library Automation Research and Consulting Association, Tempe, Ariz.
Pub Date 73

Note—56p.; (0 References)

Available from—LARC Press, Ltd., 105-117 W. Fourth Ave., Peoria, Illinois 61602 (\$15.00)

Document Not Available from EDRS.

Descriptors—Libraries, *Library Automation, Library Surveys, *Problems, *Problem Solving, Questionnaires

Questionnaires were sent to over 600 libraries requesting information on problems encountered and solutions arrived at in implementing computer-based systems. The responses—containing a statement of the problem, its cause, and solution—make up the bulk of this document. Most of the problems cited can be tied to the following features of library automation: many concepts of traditional librarianship must be changed; greater integration, both within the library community as

a whole and the various departments within a single library organization, is required; measuring one individual's work is difficult since his contribution is integrated with that of several others; there is a need for increased communication; poor planning; and, irrevocable commitments to a system that later proves to be impractical. (Other publications in this series are ED 060904, 060873, 063005 and 076210.) (Author/SJ)

ED 080 128 LI 004 433

Axford, H. William, Ed.
Proceedings of the LARC Institute on Automated Circulation Systems (Stateline, Nevada, January 22-28, 1972).

Library Automation Research and Consulting Association, Tempe, Ariz.
Pub Date 73

Note—102p.; (0 References)

Available from—LARC Press, Ltd., 105-117 W. Fourth Ave., Peoria, Illinois 61602

Document Not Available from EDRS.

Descriptors—Computer Programs, Computers, *Library Automation, *Library Circulation, Library Technical Processes, University Libraries

The basis for the discussions at the institute was an automated circulation system developed at Florida Atlantic University and subsequently adopted by the State University System of Florida as a standard program. Circulation systems in general, automated systems and the Florida system were discussed in the first session. Borrower identification cards for a computer-based circulation system was the topic of the second session. Presentations were given by representatives from IBM and Colorado Instrument, Inc. The appendix to the proceedings contains a profile of the system in use at Arizona State University which is an adaptation of the Florida program. (SJ)

ED 080 129 LI 004 434

Axford, H. William, Ed.
Proceedings of the LARC Institute on Acquisitions Systems and Subsystems (Lake Geneva, Wisconsin, May 25-26, 1972).

Library Automation Research and Consulting Association, Tempe, Ariz.
Pub Date 73

Note—110p.; (0 References)

Available from—LARC Press, Ltd., 105-117 W. Fourth Ave., Peoria, Illinois 61602

Document Not Available from EDRS.

Descriptors—Computer Programs, Computers, *Library Acquisition, *Library Automation, Library Materials, Library Material Selection, Purchasing, Systems Analysis, *University Libraries

The last institute of the 1971-1972 LARC Institute Series was devoted to automated library acquisitions systems. The focus is upon a system in operation at Florida Atlantic, Florida International and Arizona State universities. The papers which discuss this automated acquisitions system are: "Computer Systems Hardware," "The Systems Approach," and "An Automated Library Acquisitions System." In addition, two acquisitions systems available from large book jobbers are discussed in "Baker & Taylor's Automated Buying System for Libraries" and "Special Presentation: Richard Abel, Inc." (SJ)

ED 080 130 LI 004 435

DeSchryver, Victor And Others
Detroit MEDLINE Consortium; An Interim Report.

Kentucky, Ohio, Michigan Regional Medical Library, Detroit, Mich.
Spons Agency—National Library of Medicine (DHEW), Bethesda, Md.

Pub Date Jul 73

Note—18p.; (3 References); Papers and Reports, No. 14

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographic Citations, Consortia, Dentists, *Hospitals, Information Needs, *Information Retrieval, Information Services, *Institution Libraries, *On Line Systems, Physicians

Identifiers—MEDLINE

The Detroit MEDLINE Consortium is an experimental pilot project which is intended to extend use of the on line retrieval system to the hospital environment. The consortium was initiated to increase the capacity for bibliographic information retrieval supportive of the delivery of

patient care in the hospital environment. Secondly, it addresses itself to the information needs of the dentist as manifested in both institutional and non-institutional relationships. Both purposes address themselves to the extension of MEDLINE services at the local or "Basic Unit" level as the hospital is now termed, and to the needs of the health practitioner in his clinical setting. This extension, conceptually, was possible through the introduction of MEDLINE into the hospital environment with the consortium arrangement as an experimental methodology for such extension. The data and observations in this report help to identify the members of the consortium, and provide a rationale for their selection for this experiment. The broad outlines of the selection required, 1) involvement with dentistry, 2) diversity of services and teaching programs, 3) adequate libraries, 4) a history of community services, 5) an immediate capability for initiating MEDLINE service, and 6) an acceptance of the consortium concept. The report also contains a chronology of the development of the consortium. (Author/SJ)

ED 080 131 LI 004 436

National Survey on Library Security.

Burns Security Inst., Briarcliff Manor, N.Y.

Pub Date Sep 73

Note—40p.; (0 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Book Theft, Libraries, Library Materials, Library Surveys, *Public Libraries, Questionnaires, *Security, Vandalism

As educational and cultural centers, public libraries are in the mainstream of American life. Persistent library crime, such as pilferage, theft and vandalism, represents much more than financial loss. It deprives the public of access to irreplaceable books, rare manuscripts and other reference materials. Equally important, it inflicts hardships on budget-tight libraries wishing to replace increasingly expensive books. In recognition of such factors, Burns Security Institute, a private research unit devoted to the study of crime and how to better cope with it in the institutional, industrial and commercial areas, undertook a national survey on library security. Two-page questionnaires were returned by 255 public libraries in 39 states with annual circulation totaling more than 92 million volumes. The items covered in the survey, and reported upon in this volume, are: book theft, security controls, fire alarms, burglary alarms, guards, book recovery, overdue books, exhibits protection, violent crimes, major security problems, and improving security. (Author/SJ)

ED 080 132 LI 004 437

Shubert, Joseph F.
A Community Librarian's Training Program; A Report on a New Mexico Program and Guidelines for Developing Training Programs Based Upon Correspondence Study and Adult Education Techniques.

Western Interstate Commission for Higher Education, Boulder, Colo.

Pub Date 73

Note—40p.; (2 References)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Correspondence Courses, *Correspondence Study, Guidelines, Librarians, *Library Education, Library Instruction, Library Services, *Library Technicians, Program Evaluation, Public Libraries, *Training

Identifiers—*New Mexico

The Community Librarian Training Program was designed to provide a basic library background to staff in public libraries and institutions who found it difficult or impossible to attend university courses. The combination of correspondence work and study sessions was to provide a formal base upon which in-service training could be built. Unlike workshops, the course would allow practice in the work situation over a considerable period of time. This paper describes and comments on a training program for community librarians in New Mexico. The program was initiated by the New Mexico State Library with the assistance of the Western Interstate Commission for Higher Education (WICHE), using as resources a Loyola University of Chicago correspondence study course, several practicing librarians in New Mexico, and an out-of-state consultant. Planning for the program began December 30, 1970, and phases I and II of the program were conducted over a period of approximately nine months in 1971. (Author)

ED 080 133

Smith, Jessie Carney

Minorities in the United States: Guide to Resources.

Pub Date 73

Note—133p.; (731 references); Prepared for the Course L. S. 315, Bibliography of Minority Cultures, George Peabody College for Teachers, Nashville, Tenn. Peabody Library School

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—American Indian Culture, American Indians, Chinese Americans, *Culture, Japanese American Culture, Japanese Americans, Library Collections, *Library Materials, *Literature, Mexican Americans, *Minority Groups, Negro Culture, Negroes, Puerto Rican Culture, Puerto Ricans, Resource Guides, *Resource Materials

The approach of this publication to the study of minority cultures is through an introduction to the literature of certain minority groups in the United States: native Americans, black Americans, Chinese, Japanese, and Puerto Ricans. It is intended primarily as a guide for libraries, library school students, library schools, other educators, and other students who are interested in bibliographic and other resources for the study of various minorities. Because this publication is prepared in the absence of a suitable textbook or guide to the bibliography of minority culture, it aims to lead the student of minority bibliography to the literature and the library collections on this subject. In the variety of subject areas covered, the work is immediately regarded as interdisciplinary as well as intercultural. The work utilizes a topical or structural approach, with each section containing a general overview of the particular minority group in question, a discussion of representative library collections which house significant resources on the topic, and an introduction to the subject approach to the study of the particular minority group. Following this discussion, a selective bibliography is given. (Author)

PS**ED 080 134**

PS 006 588

Underwood, Bill And Others

Effect of Mood on Children's Giving.

Spons Agency—National Inst. of Mental Health, Rockville, Md.

Pub Date Sep 72

Note—2p.; Paper presented at the Annual Convention of the American Psychological Association (80th, Honolulu, Hawaii, September 2-8, 1972)

Available from—American Psychological Association, 1200 17th St., N.W., Washington, DC 20036

Journal Cit—Proceedings, 80th Annual Convention, APA, 1972; p243-44

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Affective Behavior, *Altruism, Elementary Grades, *Elementary School Students, Feedback, *Motivation, Reinforcement, Technical Reports

An experiment was conducted to clarify the relations between affect and altruism by inducing affect directly. It was hypothesized that children who experienced positive affect would share more than controls, while those experiencing negative affect would share significantly less than controls. Ss were 25 girls and 18 boys from the second and third grades. Ss were brought individually to a trailer by the Experimenter and were told that they were to receive 25 pennies for helping test some new hearing equipment. The child had the option of donating his money to a less fortunate child. Results indicate that brief affective experiences have significant implications for behavior toward others. People who are experiencing positive affect tend to be kind to themselves and others. Results for negative affect are inconclusive. Further research is recommended. (CK)

ED 080 135

PS 006 594

Todd, Sheldon P.

Alternative Federal Day Care Strategies for the 1970's. (Excerpts from the Final Report).

Day Care and Child Development Council of America, Inc., Washington, D.C.; Institute for Interdisciplinary Studies, Minneapolis, Minn.

Spons Agency—Office of Economic Opportunity, Washington, D.C. Office of Program Development.

Pub Date Nov 71

Note—29p.; The complete final report of this study is ED 068 187; supporting appendixes (Parts II-X) are ED 068 188 through ED 068 201

Available from—Day Care and Child Development Council of America, Inc., 1401 K Street, N.W., Washington, D.C. 20005 (Child Care Bulletin No. 9, \$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Care, Community Development, *Day Care Services, *Federal Aid, *Federal Legislation, Financial Support, *Government Role

This report discusses federal government support of day care services. Two alternatives are presented: (1) services designed, regulated and funded by a central agency, and (2) services provided through a free market industry in which decisions about regulations and care would be made by consumers, with only minimal central regulation. The market system is discussed at length and recommended because it provides maximum freedom of choice by parents, and enables the day care industry to evolve according to the needs of the children and parents it serves. Further recommendations include a key resources program (planning, technical assistance, start-up costs, facilities, etc.) to be implemented to help the market meet new demand without artificially raising prices and to insure entry into the day care market of a variety of providers. Legislation guidelines are presented: (1) a voucher system giving parents purchasing power for day care services to accompany the key resource program, and (2) a national research program in child development. (ST)

ED 080 136

PS 006 603

Sandage, Susanne Friedland, Seymour J.

Sex Role-Taking and Aggressive Behavior in Children.

Pub Date Mar 73

Note—8p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29 - April 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aggression, *Anti Social Behavior, *Behavioral Science Research, Economically Disadvantaged, Elementary School Students, Identification (Psychological), *Role Perception, *Sex Differences

An examination was made of the role-taking process with respect to aggressive behavior and sex roles. Ss were 20 boys and 20 girls from a housing project. All were caucasians of low socioeconomic status. Each S was shown 19 cards, each containing a schematic cartoon and involving two major figures in a particular situation. For each card there was an aggressive content attributed to the Object Figure. Each child was tested individually. An S's score was the number of statements scored as anti-social aggression. Results were analyzed by means of a 2 x 2 x 2 analysis of variance, with the following variables: sex of Object Figure, sex of Identification Figure, and sex of subject. Results support the proposition that children have good knowledge early of the behaviors associated with roles other than their own. The effectiveness of the role-taking task used indicates a valuable technique for examining differences attributable to sex. (CK)

ED 080 137

PS 006 604

Steele, Lee P. Horowitz, Alan B.

Looking Versus Remembering: A Comparison of the Medial Activity of Kindergarten Children in Three Retention Tasks.

Pub Date 1 Apr 73

Note—11p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, April 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Processes, Comparative Analysis, *Kindergarten Children, *Pictorial Stimuli, *Recall (Psychological), Recognition, *Retention, *Task Performance

An investigation was conducted to examine a particular aspect of the following questions: (1) What, if anything, do kindergartners do when presented with a set of pictures that might serve to facilitate their retention of pictorial stimuli?

(2) What might they be capable of doing in the context of a recognition test that they might not be able to do as effectively in the context of a free recall test? A total of 72 kindergarten-age children participated; half were assigned to the look instruction condition, half to the remember instruction condition. Two response measures figured in the assessment of each S's storage and retrieval activities: (1) the incidence of overt labelling, and (2) the number of correctly remembered stimuli in each of three retention tests. A three-way analysis of variance was performed on the retention test data. Retention test data revealed an apparent hierarchy of retention test scores, with scores in the visual recognition test superior to those in the auditory recognition test, and scores in the auditory recognition test superior to those in the free recall test. Additional results are given. (CK)

ED 080 138

PS 006 605

Bijou, Sidney W.

Helping Children Develop Their Full Potential.

Illinois Univ., Urbana. Inst. of Research for Exceptional Children.

Pub Date [73]

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Change, *Child Development, *Child Psychology, Cognitive Ability, Educational Diagnosis, Learning Characteristics, *Learning Difficulties, Learning Processes, Literature Reviews

Helping a child attain his full psychological potential consists of providing him with opportunities to learn in both natural and instructional settings. Learning is defined in the psychological literature either as a hypothetical mental ability or as a relationship between repeated stimulation and changes in performance. Both definitions are rejected. There are two implications of this analysis for children with problems in self-care, language, school subjects, and social behavior. First, it is more fruitful to refer to these children as children with specific problems than with learning disorders. Second, it suggests that findings from the experimental literature can readily be applied to helping the teacher help the child. (CK)

ED 080 139

PS 006 607

Stern, Evelyn And Others

Sleep State Periodicity in Prematures and Young Infants.

California Univ., Los Angeles. Dept. of Pediatrics.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.

Pub Date [72]

Note—22p.; Paper is to be published with revisions in "Developmental Psychobiology"

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biology, Child Development, Correlation, *Infants, *Physical Development, *Premature Infants, *Psychological Patterns, *Sleep, Technical Reports

Identifiers—*Index of Rhythmicity

An autocorrelation technique was used to determine the periodicity underlying successive recurrences of specific sleep states (Quiet Sleep and Active Sleep). Groups of short (2-3 hour) polygraphic records and individual all night recordings were analyzed. Active Sleep and Quiet Sleep periodicities at 32 weeks conceptual age were 12 minutes. At 36 weeks, 40 weeks (term), and 1, 3 and 8 months, the periodicity of both Active and Quiet Sleep was consistently in the 40-60 minute range. At all ages, the cycle time of one state was consistently longer than the other. The appearance of clear periodicities underlying both states and the similarity of the periodicities found in 36 week records to those found in much older infants' records indicated that this biological rhythm is basic to human CNS functioning. The Index of Rhythmicity values in these records and other investigators' data suggest that this rhythm reaches a mature form by 36 weeks post-conception. (Author)

ED 080 140

PS 006 608

Cunningham, Donald J. And Others

The Effects of a Superordinate Context on the Learning and Retention of Facts: A Replication and Extension of Gagne and Weigand (1970).

Indiana Univ., Bloomington. Inst. for Child Study.

Pub Date 22 Sep 72

Note—9p.

Available from—Director, Institute for Child Study, Indiana University, By Pass 46, Bloomington, Indiana 47401 (Institute Report #101)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, Elementary School Students, Learning Characteristics, *Learning Processes, *Recall (Psychological), *Recognition, *Retention, Technical Reports

A study was conducted to explore the developmental differences in utilizing a superordinate context during learning and to examine the stability of the advantage of a superordinate context at retention across grade level. Ss were 98 students from third and fifth grade classes, who were divided approximately evenly by sex. A 2 x 2 x 2 factorial design was used; factors one and two were learning and retention treatments; factor three was grade level. Ss were tested on retention, recognition, and recall. Contrary to previous findings, results showed that the condition most conducive to learning was topic sentence present at learning, absent at recall. Reasons for the disparity in findings are discussed. (CK)

ED 080 141 PS 006 609

Adams, Wayne

The Effect of Pre-Training on Long Term Memory Improvement.

Colgate Univ., Hamilton, N.Y.

Pub Date [70]

Note—8p.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Cognitive Development, *Learning Processes, *Memory, *Pictorial Stimuli, Preschool Children, Retention, Stimulus Devices, *Task Performance, Technical Reports, *Training

Recent research has shown that certain stimuli are better remembered 6 months after initial exposure than after one week. An alternative explanation of these findings was tested. The explanation posited that the younger children "remember" as well at one week as 6 months later, but at the earlier testing many do not realize what aspect of the stimulus the experimenter wishes reproduced. Findings indicated that pre-training to insure that subjects understood relevant stimulus attributes did not improve one-week or 6-months performance. [Not available in hard copy due to marginal legibility of original document.] (Author)

ED 080 142 PS 006 610

Gardner, Howard

Metaphors and Modalities: How Children Project Polar Adjectives onto Diverse Domains.

Harvard Univ., Cambridge, Mass. Harvard Project Zero.

Spons Agency—National Science Foundation, Washington, D.C.; Spencer Foundation, Chicago, Ill.

Pub Date Mar 73

Note—18p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29 - April 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adolescents, Age Differences, Cognitive Development, Figurative Language, *Language Skills, *Metaphors, *Preschool Children, Semantics, *Skill Development, Technical Reports

The capacity to appreciate and produce metaphoric language is thought to develop at adolescence. Yet metaphors are frequently noted in the speech of preschool children. To resolve this apparent contradiction, a test probing metaphoric capacity was devised. Matched groups of subjects ranging in age from 3 1/2 to 19 were required to indicate knowledge of the literal meanings of antonymous word pairs and then to project these terms into domains where they only apply in a metaphoric way. Though there was improvement with age, preschool children demonstrated considerable ability at this task; the order of difficulty of words and domains were regular across age, except for an isolated difficulty displayed by the preschool children in projecting words onto swatches of color; reasons for matches differ markedly across ages. Whether metaphoric capacity is attributed to children appears to depend on whether the ability to select acceptable metaphors or an explicit awareness of the rationale for the metaphor is the criterion. The distinction between an operative skill and an awareness of its existence, and the preconditions

for metaphoric competence are discussed. (Author)

ED 080 143 PS 006 611

Shaffran, Ruth Decarie, Therese Gouin

Short Term Stability of Infants Responses to Strangers.

Spons Agency—Canada Council, Ottawa (Ontario).

Pub Date Mar 73

Note—19p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29 - April 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Development, Behavior Rating Scales, Cognitive Development, Emotional Development, *Home Visits, *Infant Behavior, Observation, Perceptual Development, *Response Mode, Social Behavior

An investigation of the short term stability of infants' responses to strangers was conducted. Ss were 60 randomly chosen full-term family-reared infants, 30 boys and 30 girls, selected to fit into three age groups of 8, 10 and 12 months. The experimental design was such that the order of first, second, and third visits was counter-balanced between experimenters. During the meeting, the S, who was at his feeding table, was observed for facial expression, visual and vocal behavior, as well as his gestures and movements. Every action and expression was scored as Positive, Negative, or Undifferentiated. Results indicate that the majority of the children at the ages investigated have achieved the perceptual, cognitive, and emotional ability to respond differentially to various individuals, and to respond negatively under certain conditions. (CK)

ED 080 144 PS 006 614

Gladkowski, Gerald J.

Controlled Intervention: An Alternate Strategy.

Pub Date 72

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Change Agents, *Child Development, Compensatory Education, Disadvantaged Youth, *Environmental Influences, *Infants, *Intervention, Models, Parents, *Residential Centers

An alternate compensatory strategy for assisting persons from disadvantaged milieus is presented. A compilation of data from different areas to support consideration of the proposal is given. The proposal is such that it provides an opportunity to control and account for many of the factors that have previously confused and confounded compensatory program efforts designed to assist this segment of the populations, e.g. effect of the environment. The strategy recommended is based upon two premises: (a) placement of the child in a 24-hour-day residential center in infancy, and (b) opportunity for the parents to receive needed assistance. It is believed that in order to effect any significant changes one must intervene with a program that is intense and total. (CK)

ED 080 145 PS 006 615

Moore, Raymond S.

Early Childhood Education—A Position Paper.

Hewitt Research Center, Berrien Springs, Mich.

Pub Date 72

Note—10p.

Journal Cit—Congressional Record; v118 n167

pE8726-E8741 Oct 16 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Day Care Programs, *Early Childhood Education, Educational Theories, *Environmental Influences, Family Life, Home Visits, *Intervention, Preschool Children, *Preschool Education, Preschool Programs

A discussion is presented on the advantages and disadvantages of preschool education. Some critics argue that all children should have such intervention as is now provided for the disabled, arguing that such stimulation is a preventive measure against learning disability, delinquency, and other ills. Others disagree. It is contended that early childhood education (ECE) research in one of several areas is sufficient to question (1) early stimulation generally and (2) day care out of the home. It is also pointed out that the skillful intervention in behalf of even one child in the home can stimulate the entire family. It is concluded that, wherever practicable, intervention should be carried on in the home or in an environment

identified as closely as possible with the home. (CK)

ED 080 146 PS 006 619

Levinsohn, Florence Kelly, G. Lombard

What Teenagers Want to Know.

Pub Date 71

Note—121p.

Available from—Budlong Press Company, 5428 North Virginia Avenue, Chicago, Illinois 60625 (\$1.75, paper)

Document Not Available from EDRS.

Descriptors—*Adolescence, Behavior Patterns, *Dating (Social), Family Life Education, *Guides, Human Development, *Individual Development, Maturation, Sex (Characteristics), *Sex Education, Social Development

One of a series of illustrated books written by physicians for their patients, this publication, aimed at the teenager, points out some biological and psychological changes which occur in adolescence. The first few chapters deal with sex drives, male anatomy, female anatomy, conception and pregnancy. Sociological and controversial aspects of teenage development are also discussed: birth control, venereal disease, masturbation and homosexuality, the changing roles of males and females, maturity and marriage. (ST)

ED 080 147 PS 006 621

Costin, Lela B.

Child Welfare: Policies and Practice.

Pub Date 72

Note—423p.

Available from—McGraw-Hill Book Company, 330 West 42 St., New York, New York 10036 (\$9.95)

Document Not Available from EDRS.

Descriptors—Adoption, Certification, Child Abuse, Child Labor, *Child Welfare, Day Care Services, Delinquents, Family Income, Family Resources, Foster Homes, Juvenile Courts, Social Problems, *Social Responsibility, *Social Services, *Social Work, Sociology, *Textbooks, Unwed Mothers

Material for this textbook has been drawn from research findings, other professional literature, and reports of social work practice. The subject of child welfare is examined in relation to the needs of children and their families, the major programs and social services which have been designed for them, and issues to be considered in future planning. The major objectives of the book are to help the reader (1) develop a vital concern for the child; (2) identify problems which necessitate child welfare services; (3) become familiar with the organization, practices and goals of current child welfare programs and acquire a basis for evaluating them; (4) identify some of the salient aspects of social work history; (5) distinguish between child welfare practices based primarily upon verified knowledge and those based mainly on custom and belief; and (6) realize how broad child welfare interests and responsibilities are today. (ST)

ED 080 148 PS 006 622

Casper W. Weinberger to be Secretary of Health, Education, and Welfare: Hearings Before the Committee on Labor and Public Welfare. United States Senate, Ninety-Third Congress. Part 2: Appendix—Comprehensive HEW Simplification and Reform ("MEGA Proposal").

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date 73

Note—205p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Decentralization, Decision Making, *Federal Government, Federal Legislation, *Government Role, *Organization, *Power Structure, Program Proposals

A proposal up for consideration before the United States Senate is discussed. The program suggested is a redesign of the Department of Health, Education, and Welfare in keeping with the principles of the New Federalism. The proposal touches every major area of HEW policy: it simplifies the Department's program structure; it narrows and focuses the Federal role; and it decentralizes decision-making power to individuals, States, and local governments. New initiatives are proposed in: health insurance, student aid, welfare reform, special revenue sharing, and consolidated programs of capacity-building to aid State, local and voluntary service suppliers. (Author/CK)

ED 080 149 PS 006 623

Lytton, Hugh

Predictions from Three Data Sources - Naturalistic Home Observation, Ratings, Experimental Situation - in the Area of Child Compliance.

Spans Agency—Canada Council, Ottawa (Ontario).

Pub Date 1 Apr 73

Note—11p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, April 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Patterns, Behavior Rating Scales, *Genetics, *Interaction Process Analysis, *Males, Observation, *Parent Child Relationship, Parent Influence, Pilot Projects, *Preschool Children

A report is presented of the findings of an investigation into the development of compliance, dependence and independence of two-year-old boys in the context of parent-child interaction, as well as in relation to genetic factors. The three techniques used in assessing children's and parents' characteristics and for studying the parent-child interaction were naturalistic home observation, ratings, and an experimental playroom situation. Data were analyzed by computer to yield counts of certain types of behavior. Results are inconclusive. (CK)

ED 080 150 PS 006 624

Singh, Surendra P.

Guideline for Developing Contextual Conceptualization in the Training of Education Personnel for Young Children: An Approach for the Prevention of Learning and Behavior Problems.

University of South Florida, Tampa. Coll. of Education.

Spans Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date Jan 73

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Problems, Concept Formation, Guides, Learning Difficulties, Preschool Curriculum, Preschool Education, *Preschool Teachers, *Skill Development, *Teacher Education, *Teaching Techniques

Guidelines are presented for a program to prepare educational personnel to work with young children displaying learning and behavior disabilities despite adequate intelligence, hearing, vision, motor capacity, and emotional adjustment. The program provides the following skills and competencies to prospective clinical teachers: (1) skills in identification of perceptual abilities, communication skills, self-concept, principles of learning, cultural influences, the understanding of "self", the case study approach; (2) competencies in utilizing types of responses, questioning, and stimuli for effective teaching; (3) knowledge of subject content in art, science, math, and reading; and (4) ability to utilize these skills and competencies in designing educational programs and performing in the classroom. Seven procedures to achieve these goals are: comprehensive course work, an interdisciplinary seminar, an early intervention workshop, the development of a children's center, field work, a special section of college courses, and directed study involving individualized instruction. A performance rating scale is attached. (CK)

ED 080 151 PS 006 625

Meinke, Dean L. And Others

Concrete and Abstract Thinkers at Three Grade Levels and Their Performance with Complex Concepts.

Pub Date Feb 73

Note—9p.; Paper presented at the Annual Meeting of the American EDUCATIONAL Research Association (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstract Reasoning, Academic Achievement, Classification, *Cognitive Processes, *Concept Formation, *Conceptual Tempo, Elementary School Students, Task Performance, Technical Reports, *Thought Processes

Identifiers—*Wechsler Intelligence Scale for Children

The study reported involved: (1) development of a concept learning task which embodied complex concepts similar to those included in elementary school curricula, and (2) investigation of

the effects of type of thinking, abstract or concrete; grade levels, fourth, sixth, or eighth; and sex upon performance of human Ss with complex concepts of justice, injustice, freedom, non-freedom, and irrelevant. A pool of subjects was established at each grade level for each category of thinking. The classification of subjects was established by means of a sub-test of the Wechsler Intelligence Scale for children. Materials used were slides. Analysis of variance of the data produced the following results: (1) Subjects classified as abstract thinkers performed significantly better than those classified as concrete thinkers; (2) There was a significant effect for grade level; (3) There was no significant difference found related to sex; and (4) There were no significant interaction effects. Implications for classroom teachers include: (1) Students can deal with concepts that are complex at several grade levels; and (2) The entry level of the student should be considered as an important variable. (CK)

ED 080 152 PS 006 630

Parton, David A. Priefert, Maria J.

Children's Preference for Stimuli Associated with Being Imitated.

Iowa Univ., Iowa City. Dept. of Sociology.

Pub Date Mar 73

Note—13p.; Research reported in this paper was presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pa., March 29 - April 1, 1973); Masters Thesis, University of Iowa

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Science Research, *Behavior Patterns, *Classical Conditioning, *Imitation, *Preschool Children, *Reinforcement, Technical Reports

Forty-eight preschool children were run under a classical conditioning paradigm in which some neutral stimuli were repeatedly associated with an adult matching the behavior of the subject, and other neutral stimuli were associated with the same adult mismatching the behavior of the subject. Preference for the stimuli associated with being matched increased over the course of the experiment, the overall preference for the matched stimuli exceeded chance, and there was no evidence that the subjects imitated the immediately prior performance of the adult. The overall results are consistent with the thesis that behavioral similarity serves a reinforcing function and that behavioral dissimilarity serves a more transitory punishing function. (Author)

ED 080 153 PS 006 631

Barclay, J. Richard Reid, Marylou

Logical Operations and Sentence Memory in Children.

Colorado Univ., Boulder. Council on Research and Creative Work.

Spans Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date Mar 73

Note—9p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29 - April 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development, *Cognitive Development, Cognitive Processes, Elementary Grades, Language Development, Logic, *Memory, *Psycholinguistics, *Recall (Psychological), *Sentences

Research has indicated that across the second to fifth grade range, there was evidence to suggest a difference between the oldest and youngest groups in the memory representations which directed recall of logically related sentences. The developmental trend was from what seemed to be an unstable and fragmentary memory representation, which included inconsistent and contradictory information, toward a more stable, unified, and internally consistent representation which embodied both expressed and inferred information. (Author/CK)

ED 080 154 PS 006 632

Becker, Wesley C.

Guide for Group Leaders for "Parents Are Teachers: A Child Management Program".

Pub Date 71

Note—41p.

Available from—Research Press Company, 2612 North Mattis Avenue, Champaign, Illinois

61820 (\$2.00; Copies of the 199 page manual are also available for \$3.75)

Document Not Available from EDRS.

Descriptors—*Behavior Change, *Leaders Guides, *Parent Education, Parent Participation, *Parent Workshops, Punishment, *Reinforcement

This manual is designed to assist group leaders in training parents with the child management program, "Parents are Teachers". Activity outlines for each of the 10-week sessions show the teacher how to present parents with various kinds of reinforcement and discipline systems. Hypothetical situations are used to teach parents how they can encourage their children to help themselves. The teacher is encouraged to provide parents with small gifts for their children from time to time and to give awards to parents for perfect attendance. A related document, the Child Management Program Manual, is ED 047 826. (ST)

ED 080 155 PS 006 633

Vietze, Peter M. Sigel, Irving E.

A Study of Race and Class Heterogeneity Among Preschool Children.

Pub Date 2 Apr 71

Note—15p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Minneapolis, Minnesota, April 2, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Patterns, Caucasians, *Childhood Attitudes, Interaction Process Analysis, Negro Youth, Play, *Preschool Children, *Racial Attitudes, *Socioeconomic Status, Technical Reports

Identifiers—*Picture Sociometric test, RAFT Test

An experimental preschool was set up to study the effect of mixing children differing in SES and race on racial awareness and interaction. It was hypothesized that racial self-selection could be explained in terms of SES level and that interracial contact when different SES children were included would serve to counteract racial stereotypes and self-selection. Ss were 30 children in two classrooms. The classrooms were comprised of 13 Black (B) and 17 White (W) children, 17 Middle Income (M) and 13 Lower Income (L) children, and 15 each males and females. The children were given a Picture-Sociometric Test and RAFT test early in the school year and at the end of the year. Results show that the M children seemed to have been chosen as playmates significantly more than their L counterparts. There were no differences in the frequency with which B or W children are chosen as playmates. M children are chosen with the greatest frequency with a slightly greater tendency for the MW children to be chosen according to sociometric results. (Author/CK)

ED 080 156 PS 006 635

Keeton, Anne McLean, Leslie D.

Children's Memory: SES Differences in the Development of Serial Processing Ability.

Pub Date Feb 73

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attention Span, Children, Grade 1, Learning Processes, *Memory, *Recall (Psychological), Response Mode, Retention, *Serial Learning, *Socioeconomic Status, Technical Reports

Two studies examined serial recall process of first-grade Canadian children from inner-city and suburban backgrounds. In the first study significant differences were found in the serial position curve of recall. Suburban children recalled a greater number of early-presented, primacy items, while inner-city children who had equivalent span capacity, recalled more later-presented, recency items. In the second study, four subgroups of children were assigned to high and low SES, primacy or recency response groups. All groups showed significant shifts toward the alternative recency or primacy recall pattern following a training period. Recall is attributed to learned serial processing strategies rather than to differences in intellectual capability (Jensen, 1968). (Author)

ED 080 157 PS 006 636

Vietze, Peter And Others

Extended Infant Learning: A Comparison of Two Responses and Two Visual Reinforcers.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date Apr 73

Note—13p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29 - April 1, 1973)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Cognitive Development, *Infant Behavior, *Learning Processes, *Reinforcement, Response Mode, Stimulus Behavior, Technical Reports, Time Factors (Learning), *Visual Stimuli

A study was conducted to examine the situational generality of extended learning in early infancy. Ss were 17 infants within one week of eight weeks of age. All but two were Caucasian, and all were from middle-income families. The apparatus consisted of a pressure sensing pillow which, when placed under the infant's head or feet, was sensitive to small pressure changes produced by movement. An electronic control system operated a 15 RPM Hurst Motor or a 25 Watt red light bulb when the infant activated the pillow by his movement. Ss were placed in cribs with their head or feet on the pillow so that when they moved, a counter was advanced and contingent stimulation was provided. A repeated measures analysis of variance of the baseline data for the first, seventh, and last days of the study indicated no significant change in response rate across the 14-day period. Results indicate that the major increase in response output over a two-week period of conditioning occurs during the first seven days, with attainment of asymptotic level of responding over the last seven days. [Not available in hard copy due to marginal legibility of original document.] (CK)

ED 080 158 PS 006 637

Yussen, Steven R.

Determinants of Visual Attention and Recall in Observational Learning by Preschoolers and Second Graders.

Wisconsin Univ., Madison. Dept. of Educational Psychology.

Pub Date Mar 73

Note—24p.; A brief version of this paper was presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pa., March 29-April 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, *Attention, Grade 2, *Observation, Overt Response, Preschool Children, *Recall (Psychological), *Reinforcement, Technical Reports, Visual Stimuli

Seventy-two preschoolers and 72 second graders observed a model choose his "favorites" in a series of common object trios and were then asked to recall the model's choices. Children at each age witnessed the procedure under a fixed level of distraction, under instructions either to 'look' or 'remember,' and under one of three vicarious consequence treatments (reward, neutral, punishment). A series of analyses of the children's overt visual attention to the modeled activity and their recall revealed: (1) highly significant positive correlations between attention and recall, (2) a facilitation of attention and recall with instructions to remember, (3) a facilitation of attention and recall under vicarious reward and vicarious punishment treatments only when instructions were to look, and (4) age increases in relevant overt attention and recall. (Author)

ED 080 159 PS 006 638

Prince, Raymond And Others

An Evaluation of Some Family Life Education Services.

Mental Hygiene Inst., Inc., Montreal (Quebec).

Pub Date Dec 72

Note—100p.

Available from—Mental Hygiene Institute, Inc., 3690 Peel Street, Montreal, Quebec, Canada (\$2.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Change Agents, *Cognitive Development, *Family Life Education, Intelligence Quotient, *Low Income Groups, *Preschool Children, *Program Evaluation, Traditional Schools

Identifiers—Bristol Social Adjustment Guides

A five-year study was conducted to evaluate the effects of varying intensities of family life education services on samples of high and low-income families (110 of each) in Montreal. The purpose was to provide these families with similar programs for one year and to study them longitudinally for three years to determine whether the programs resulted in measurable changes and if so to assess the durability of those changes. The main service provided was a traditional type nursery school for four-year-olds. Instruments to assess change included IQ tests (WPPSI and Draw-a-Person), stress measures (the Langner scale for the mothers and the Glidewell scale for the children), and a parent-attitude-to-childrearing scale (Hereford). Two years into the project, it was discovered that no significant changes were being registered; it was then decided to add cognitive stimulation programs to the nursery schools and narrow the focus of the research to study cognitive changes in low-income children only. Results indicate that nursery schools with cognitive stimulation programs can produce modest improvements in IQ test performance of low-income children. (Author/CK)

ED 080 160 PS 006 640

Fearn, Leif

Generating Vocabulary Appropriate to the Affective Writing Task.

Institute for Personal Effectiveness in Children, San Diego, Calif.

Pub Date [70]

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Objectives, Aural Stimuli, *Composition (Literary), Composition Skills (Literary), Disadvantaged Youth, Elementary School Students, Emotional Response, Gifted, *Language Skills, Linguistic Competence, Technical Reports, Visual Stimuli, *Vocabulary Development

Data were collected regarding the problem of the effects of the Human Development Program procedures on the generation of linguistic tools for the written expression of feelings. Two classes of elementary students participated in the experiment, one a sixth grade of denied children and the other a fifth grade identified as gifted on an intelligence test. Each group of children participated in two sessions per week over an 8-week period of sequenced task-directed conversations about their feelings regarding specifically stated situations. The treatment was conducted by the investigator. An instrument was designed which caused narrative reaction in written form to visual and auditory stimuli. The instrument was administered prior to and following the treatment period. Scoring was based upon teacher and investigator word counts from each subject's written narratives. Interjudge reliability exceeded .96 for all four administrations of the instrument. A "t" of 4.42 and 3.24 was found in the sixth and gifted fifth groups, respectively, exceeding significance at .01 in both cases. It was concluded that the Human Development Program procedures constitute a measurable effective treatment for the generation of effective linguistic tools. (Author)

ED 080 161 PS 006 641

Directory for the Child Care Advocate.

Day Care and Child Development Council of America, Inc., Washington, D.C.

Pub Date [73]

Note—66p.

Available from—Day Care and Child Development Council of America, Inc., 1401 K Street, N.W., Washington, D.C. 20005 (\$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Care, Child Care Centers, Day Care Programs, Day Care Services, *Directories, Early Childhood Education, *Federal Legislation, Health Services, *Organizations (Groups)

A listing of national organizations involved with monitoring legislation, particularly legislation pertaining to children, and a list of government agencies and departments involved in child-related legislation, are presented. A total of 35 organizations and 17 government agencies are listed. Addresses, names of contact persons, and descriptions of activities and publications are given. (CK)

ED 080 162 PS 006 644

Garber, Howard Heber, Rick

The Milwaukee Project: Early Intervention as a Technique to Prevent Mental Retardation.

Connecticut Univ., Storrs. National Leadership Inst. - Teacher Education/Early Childhood; Wisconsin Univ., Madison. Regional Rehabilitation Research and Training Center in Mental Retardation.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Rehabilitation Services Administration.

Pub Date Mar 73

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development, Community Programs, *Developmental Programs, *Disadvantaged Youth, *Infants, *Intervention, Measurement Instruments, Mothers, *Parent Education, Program Descriptions, Rehabilitation Programs

An intervention project concerned with the education of very young, disadvantaged children in an attempt to prevent intellectual deficits in "high-risk" children is presented. The intervention technique employs an intensive educational program for the very young high-risk child, beginning before six months of age. Using survey data, a maternal IQ was designated the basis for selection of a group of newborns. A two-phase program was initiated to prepare the mothers for employment opportunities and to improve their homemaking and child-rearing skills. An infant stimulation program was also implemented. The program was designed to facilitate intellectual development of very young children. It is concerned with (1) physical location which promotes learning, (2) a staff to manage and arrange instruction for children, and (3) the educational program. Development was assessed by an intensive schedule of measurements, including measures of physical maturation, standardized and experimental measures of developmental schedules of infant adaptive behavior, tests of general intelligence, an array of experimental learning tasks, measures of motivation and social development, and measures of language development. The success of this program requires an active community service program for which there is no previous model. (CK)

ED 080 163 PS 006 647

Harris, Lauren Jay

Neurophysiological Factors in Spatial Development.

Michigan State Univ., East Lansing. Dept. of Psychology.

Pub Date 31 Mar 73

Note—18p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pa., March 31, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cerebral Dominance, *Lateral Dominance, Literature Reviews, *Neurological Organization, Neurology, Perceptual Development, Physiology, Research Needs, Sex Differences, Space Orientation, Speeches

Identifiers—*Spatial Development

Some of the major lines of investigation that point to neurophysiological factors in spatial skill are presented. These lines include: the two hemispheres of the brain, recent studies, tachistoscopic studies, morphological differences between the cerebral hemispheres, Geschwind and Levitsky's discovery, cerebral dominance re-examined, sex differences in spatial ability, neuroanatomical basis for sex differences, a model for conceptualizing the effect of differential language lateralization on sex differences in spatial ability, and left-handedness and spatial ability. Further research is recommended. (CK)

ED 080 164 PS 006 648

Briggs, Chari Elkind, David

Cognitive Development in Early Readers.

Pub Date [73]

Note—13p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Birth Order, *Cognitive Development, *Early Reading, *Environmental Influences, Intelligence Level, Intervention, Interviews, Literature Reviews, *Parent Influence, Reading Ability, *Reading Development, Reading Readiness, Socioeconomic Influences

Some studies of early readers are discussed. It is pointed out that study of early readers has relevance for practical and theoretical issues in psychology and education. Of interest in this document are the following questions: (1) Are there any special talents or traits distinguishing early from non-early readers? (2) Do children who read early because of adult intervention? (3) Is there such a thing as "reading readiness"? (4) What sort of parent-child experiences are more common in families of early readers than of non-early readers? (5) To what extent does early reading relate to such variables as birth order, family size, parent education and so on? Studies discussed include the Durkin study. A pilot study was conducted in which children were matched for age, sex, IQ scores and socioeconomic status. T-tests for matched pairs were done for each of the variables in the study. Separate analysis of parent interview data was done using the non-parametric Wilcoxon's Matched Pairs Signed Ranks Tests. Results are inconclusive. (CK)

ED 080 165 PS 006 649

Soule, Bradley And Others

Clinical Implications of the Brazelton Scale.

National Inst. of Child Health and Human Development (NIH), Bethesda, Md.
Pub Date Mar 73

Note—10p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29 - April 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Patterns, *Behavior Rating Scales, *Clinical Diagnosis, *Drug Addiction, *Infant Behavior, Perceptual Development, Stimulus Behavior, Technical Reports

Identifiers—*Brazelton Neonatal Behavioral Scale

An exploration of the clinical usefulness of the Brazelton Neonatal Behavioral Scale was made. A specific pediatric problem was studied, i.e., a baby born to a heroin-addicted mother taking methadone. The control sample was a population of 41 babies who were part of a larger study. Both methadone and control infants were tested between 48 and 72 hours of age by one of three examiners. Results are given. It is concluded that the Scale is reliable as an index of neonatal behavior variations in a group of sick infants and as a means of following the course of a sick infant over hours and days. Further research is recommended. (CK)

ED 080 166 PS 006 650

Steinman, Warren M.

Implicit Instructions and Social Influence in "Generalized Imitation" and Other "Go - No-Go" Situations.

Illinois Univ., Urbana. Dept. of Psychology.
Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 31 Mar 73

Note—25p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 31, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Patterns, *Discrimination Learning, *Imitation, *Instruction, *Observational Learning, *Positive Reinforcement, Response Mode, Social Influences, *Stimulus Generalization, Technical Reports

Six studies relevant to the analysis of generalized imitative behavior are described. The first examined the role of verbal instructions in generalized imitation by comparing the use of a "do this" instruction with no such instruction and the use of positive reinforcement with no reinforcement. The tenacity of generalized imitation in this study led to the second experiment, designed to determine whether generalized imitation would occur in the total absence of verbal instructions. The evidence in the first two studies of the ineffectiveness of observation of a differentially performing model in producing discriminative imitation led to two further studies. Observation of a differentially responding confederate proved ineffective in both studies, but the observational procedure was not used until the Ss had a history of responding nondifferentially. Consequently, another experiment was conducted to determine whether this history might be responsible for the results; in this ex-

periment, observation of differentially performing adult was made from the beginning of the study. Differential responses in imitation of the adult were noted throughout this experiment. Another experiment was conducted to study the effects of observation of the same or different behavior and the use or lack of reinforcement. The data together suggest that generalized imitation is largely a function of the priming procedures used to generate the imitative behavior. (KM)

ED 080 167 PS 006 651

Carpenter, Genevieve C.

Mother-Stranger Discrimination in the Early Weeks of Life.

London Univ. (England). Saint Mary's Hospital Medical School.
Pub Date Mar 73

Note—9p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29 - April 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Auditory Discrimination, *Discrimination Learning, Females, *Infant Behavior, Learning Processes, Mothers, *Perceptual Development, Response Mode, Technical Reports, *Visual Discrimination

A report is presented which relates to a general hypothesis suggested by previous data on visual response to faces that in the first weeks of life infants develop expectations regarding the human face. Three predictions were made: (1) Silent human faces would elicit less direct regard than faces accompanied by voices; (2) A familiar face would evoke more direct regard than the unfamiliar one; and (3) "Matched" face-voice combinations would evoke more direct regard than "mismatched" combinations. To test these predictions, the ocular responses of 19 full-term, normal female infants were observed once a week from age two weeks through seven weeks in a repeated measures design. Results indicate that the infants studied underwent very early learning. (CK)

ED 080 168 PS 006 652

Krug, Doris N. And Others

Evaluation of the Office of Economic Opportunity Child Development Center.

Westat Research, Inc., Rockville, Md.
Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Dec 72

Note—227p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Child Care Centers, *Day Care Programs, Fringe Benefits, Participant Characteristics, *Participant Satisfaction, *Program Attitudes, Program Evaluation, Rating Scales, *Selection, Technical Reports

Identifiers—Office of Economic Opportunity

A study was conducted to evaluate parents' reactions to and utilization of the Child Development Center (CDC) sponsored by OEO for its Washington, D.C. based employees. Interviews were conducted with all 43 users of the CDC (22 OEO employees and 21 employees of other Federal agencies) and with 137 other OEO employees who are parents of young children. Fifty-four of the latter group were chosen as the comparison group. Several types of analyses were conducted: (1) development of a general profile comparing OEO CDC users to users of other types of day care; (2) estimate of need and effective demand for the OEO CDC; (3) estimates of the economic benefit to OEO; (4) analysis of user satisfaction and comparison to the satisfaction reported by users of other arrangements; (5) analysis of key factors affecting day care decisions and the trade-offs among them; and (6) comparison of the results of this study to the evaluations of two other federally sponsored day care centers, to findings from the OEO national day care survey of 1970, and to the Massachusetts Early Education Project. (KM)

ED 080 169 PS 006 653

MacEwan, Phyllis Taube

Liberating Young Children from Sex Roles: Experiences in Day Care Centers, Play Groups, and Free Schools.

Pub Date 72

Note—22p.

Available from—The New England Free Press, 791 Tremont Street, Boston, Massachusetts 02118 (\$0.25)

Document Not Available from EDRS.

Descriptors—Day Care Programs, Discriminatory Attitudes (Social), Feminism, Identification (Psychological), *Nondiscriminatory Education, Preschool Children, Preschool Education, *Preschool Programs, Program Descriptions, Role Conflict, *Role Models, *Role Perception, Self Actualization, *Sex Discrimination, Social Change

The efforts and experiences of some day care centers and other preschool groups in trying to free children from sex roles are discussed. The booklet is organized under the following topics: (1) teaching sex role stereotypes—the ways adults consciously and unconsciously teach them; (2) confronting children's acts of exclusion—experiences in teaching children not to exclude others from their play because of sex role stereotypes; (3) helping individual children break out—experience with individual children whose behavior expressed an unspoken acceptance of sex role stereotypes; (4) what kind of models are we?—instances of blatant and subtle sexism among teachers and parents and between adults and children and instances of positive alternatives to sexism. The influence of first hand experiences with an anti-sexist curriculum is discussed. The necessity of beginning anti-sexist teaching with examination of one's own attitudes and behavior is again emphasized. A concluding section discusses the political and social implications of the liberation of people from their sex roles. A brief bibliography of non-sexist books for young children is appended. (KM)

ED 080 170 PS 006 654

Harris, Lauren Jay Strommen, Ellen A.

Children's Spatial Placements of Dolls Which 'Like' Each Other and of Dolls Which 'Dislike' Each Other: Role of Eye Contact and Physical Proximity in 'Personal Space'.

Pub Date 30 Mar 73

Note—36p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 30, 1973)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Behavior Patterns, Distance, Elementary School Students, Eye Fixations, Sex Differences, *Social Relations, Space Orientation, *Spatial Relationship, *Task Performance, Technical Reports, *Toys

A study was conducted of children's expression of social as well as spatial relations in their placement of dolls. The study was designed to determine how both face contact and physical distance varied according to the social relationship ascribed to the dolls. It was hoped to find out, through this, whether children's working definitions of front, back, and beside are composed of social as well as purely spatial elements. Ss were 72 boys and 72 girls between 8-10 years. Each S was tested individually by being asked to make a series of "in front," "in back," and "beside" placements of one doll (the mobile doll) in relation to another (the stationary doll). Placements were recorded. Social relationships were manipulated by telling the Ss that the dolls liked each other, disliked each other, or by making no comment (control). Results showed that: (1) closest mean physical distance occurred when the dolls liked each other and farthest when they disliked each other; (2) "in front" placements were farthest, "in back" placements were intermediate, and "beside" placements were closest; (3) sex differences were found not as a main effect but in complex interactions with other variables such as the sex combination of the dolls; differences did not follow any consistent pattern; and (4) placements were based primarily on the bodies of the dolls; patterns for different types of placements were analyzed. [Not available in hard copy due to marginal legibility of original document.] (KM)

ED 080 171 PS 006 655

Guilford, J. P.

Characteristics of Creativity.

Illinois State Office of the Superintendent of Public Instruction, Springfield. Gifted Children Section.

Pub Date [73]

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Creative Ability, *Creative Activities, *Creative Development, Creative Expression, *Creativity, Talented Students, Teaching Guides, *Teaching Techniques

One analysis of the creative process includes four steps: preparation; concentrated effort; withdrawal from the problem; insight or illumination; and verification, evaluation, and elaboration. The creative process is described elsewhere in four steps: openness, focusing, discipline, and closure. Research studies of highly creative adults have shown that they share these traits: flexibility, fluency, elaboration, tolerance of ambiguity, originality, breadth of interest, sensitivity, curiosity, independence, reflection, action, concentration and persistence, commitment, expression of total personality, and sense of humor. A 20-item creativity checklist for teachers and eight techniques to encourage creativity in the classroom are presented. A checklist of traits common in highly creative students is also presented. (KM)

ED 080 172 PS 006 656

Mattick, Ilse Perkins, Frances J.

Guidelines for Observation and Assessment: An Approach to Evaluating the Learning Environment of a Day Care Center.

Day Care and Child Development Council of America, Inc., Washington, D.C.

Pub Date Jan 73

Note—65p.; Revised Second Edition

Available from—Day Care and Child Development Council of America, Inc., 1401 K Street, N.W., Washington, D.C. 20005 (\$1.75)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Care Centers, *Day Care Programs, Day Care Services, *Educational Environment, *Guides, *Observation, Peer Relationship, Physical Environment, Preschool Education, Program Content, *Program Evaluation, Student Teacher Relationship

This guide is designed to assist in evaluating the learning environment of a day care center through observation. For the purposes of this guide, various aspects of the day care program are divided into categories, which in turn are divided into issues (essentials for which data can be obtained by observation. Categories and issues are as follows: (1) physical setting—spatial structure (use of space), materials, temporal structure (timing); (2) interactional setting (relationships)—teacher-child, child-child, staff, and teacher-parent; and (3) program—curriculum content, teaching strategies, and socio-emotional climate. Each issue is followed by a series of numbered questions, called variables, to be used in evaluation of that issue. Some suggested reading is listed in the introductory matter. (KM)

ED 080 173 PS 006 657

Haith, Marshall M.

Day Care and Intervention Programs for Infants. Harvard Univ., Cambridge, Mass. Lab. of Social Relations.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.

Pub Date Feb 72

Note—72p.

Available from—Avatar Press, P.O. Box 7727, Atlanta, Georgia 30309 (Paper, \$3.25)

Document Not Available from EDRS.

Descriptors—*Child Development, Curriculum Evaluation, *Day Care Programs, Educational Objectives, Guides, Handicapped Children, Home Programs, *Infants, *Intervention, *Literature Reviews, Parent Participation, *Preschool Curriculum, Program Descriptions

This guide represents an attempt to organize the available literature on day care programs currently in operation or in the proposal stage for infants under two years of age. Special emphases are placed on program goals for psychological development in the first two years, the curricula which have been developed to accomplish these goals, and the evaluation of these curricula. Ongoing and proposed day care centers are described in regard to purpose, theoretical orientation, subject characteristics, facilities and staffing. Brief mention is made of each program's concern with parent involvement, and then the infant curriculum and the results of curriculum evaluation are described. Home intervention programs are dealt with in essentially the same manner. Some programs are reviewed which have been developed for parent and child centers. These are followed by a brief summary of the literature about day care programs for infants in other countries, in addition to some information on day care for infants with handicaps. The

remainder of the book relates some special issues of concern to planners of day care programs and explores some of the methodological problems in much of the current research. Following a list of references, specific lesson plans used in the Weikart and Lambie study are appended. An insert, "Infant Programs at a Glance," synthesizes pertinent information about 14 programs. (Author/KM)

ED 080 174

PS 006 658

Dorman, Lynn And Others

Operant Conditioning of Visual Fixation in Infants Under Three Intensities of Auditory and Visual Reinforcement.

Spons Agency—California Univ., Berkeley.

Pub Date [71]

Note—7p.; An earlier version of this paper was presented at the biennial meeting of the Society for Research in Child Development (Minneapolis, Minnesota, April, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aural Stimuli, *Eye Fixations, *Infant Behavior, *Learning Processes, *Operant Conditioning, Reinforcement, Response Mode, Sex Differences, Technical Reports, *Visual Discrimination, Visual Stimuli

Visual fixation on one of two blank targets was reinforced with either visual or auditory stimuli in one of 3 intensity sequences: (1) low, medium, high; (2) medium, high, low; and (3) high, low, medium. An analysis of variance of learning scores for the 48 14-week-old infants resulted in a significant interaction of intensity and order and in a significant interaction of sex, modality, intensity and order. These results are discussed in terms of the infant's sensitivity within particular learning situations. (Author)

ED 080 175

PS 006 659

Stein, Aletha Huston

Mass Media and Moral Development.

Pub Date Jan 73

Note—16p.; Paper presented at the American Association of Elementary-Kindergarten-Nursery Educators Conference (January, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aggression, Anti Social Behavior, *Behavior Change, Children, *Commercial Television, *Environmental Influences, *Moral Values, Social Behavior, Social Influences, *Social Values, Speeches, Violence

Commercial television as it currently exists presents moral content and values that are often contrary to the predominant values of the society. It emphasizes violence and illegal action; it perpetuates a system in which groups of people are devalued because of sex, race, age, and other such criteria. There is good reason to believe that this type of television content affects children's moral behavior. It frequently leads to increased aggression; there is also reason to believe that it results in lowered self-control and greater likelihood of morally deviant behaviors. Nevertheless, television as it exists now is a large commercial enterprise that is not likely to change even with the extensive evidence that violence may be harming children. It might change if alternatives were presented to it. There is good reason to believe that many positive moral values and behaviors can be conveyed to children through television presentations. If such presentations draw audiences, they provide some alternative for commercial television producers. What we as researchers can do is to identify the components that help to make a program effective both in attracting children's interest and in producing some positive effects on their behavior. (Author)

ED 080 176

PS 006 660

[Health Delivery: Comprehensive vs. Episodic Users.]

Rockaway Health Center, Queens, N.Y.

Pub Date [73]

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adjustment (to Environment), *Community Health Services, *Disadvantaged Groups, Locus of Control, *Mothers, *Participant Characteristics, Personal Adjustment, *Psychological Characteristics, Self Concept, Socioeconomic Background

Identifiers—Project Pryme

A study to investigate the difference between episodic and comprehensive health care utilization was undertaken with 196 mothers who registered their children at Project Pryme clinic. There were

significant differences found between the two groups in the area of alienation and its subcategories of normlessness, powerlessness and isolation. There were also significant differences found in socio-economic areas of income source, education and intactness of families. When the clinic patients were compared to the general population, it was found that the Project patients taken as a whole were alienated and much lower in ego strength. Discussion of these results focuses on the interplay of alienation and socio-economic factors as a cause to the existing situation of not only lack of clinic participation but also as a cause of their social plight. Possible solutions to diminish the alienation level and increase clinic participation are offered. (Author/KM)

ED 080 177

PS 006 662

Tuckman, Bruce W. And Others

Evaluating the Open Classroom.

Pub Date Feb 73

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Environment, Elementary Grades, *Open Education, *Program Evaluation, School Attitudes, Self Concept, *Self Directed Classrooms, *Student Attitudes, *Teacher Behavior, Technical Reports

Identifiers—Project Open Classroom (POC)

A Title III open classroom project was run in Wayne, New Jersey, in grades 1-3 in one elementary school and grades 1-5 in a second. After one year of the program, comparisons with grades 1-5 of a matched control school in the same community were made. Open classroom teachers were found to be more flexible in their use of space and organization of classroom activities, more creative, more warm and accepting. Pupils did not differ on achievement or problem solving, but open classroom children had more positive self-appraisals and attitudes toward school than control children. Open classrooms were concluded to be effective in many respects. (Author)

ED 080 178

PS 006 663

Feshbach, Norma D.

Teaching Styles of Israeli Four-Year-Olds and Their Mothers: A Cross-Cultural Comparison.

Pub Date Feb 73

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Patterns, *Mothers, Parent Child Relationship, Parent Influence, *Preschool Children, *Reinforcement, *Social Class, *Teaching Styles, Technical Reports

The relationship between social class and patterns of reinforcement used by pre-school Israeli boys and girls and their mothers was investigated. Thirty lower and 30 middle class mothers instructed their own four year old in a simple task. These four year olds had previously taught a three year old a comparable task. Middle class children used significantly more positive reinforcements than did the lower class children. The middle class mothers used significantly more positive and significantly less negative reinforcement than did the lower class mothers. These Israeli findings provide a cross cultural consistency with social class relationships observed in American samples. (Author)

ED 080 179

PS 006 664

Archer, Philip D. Sewall, Michael B.

Compensatory Prekindergarten's I.Q. Gain Correlated with Third Grade Reading Achievement.

Pub Date Feb 73

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25 - March 1, 1973)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Achievement Gains, *Compensatory Education Programs, Correlation, *Intelligence Quotient, *Intelligence Tests, Preschool Education, *Preschool Programs, *Reading Tests, Standardized Tests, Technical Reports

Identifiers—New York State Pupil Evaluation Program, Stanford Binet Intelligence Test

The purpose of this study was to investigate the correlation between gain on the Stanford-Binet

Intelligence Test (S-B) in compensatory prekindergarten programs, and scores on the New York State Pupil Evaluation Program (PEP), Reading Section, over three years later. Four hundred and five subjects showed a correlation of 0.42 for the pre-post S-B gain correlated with PEP, when corrected for regression, versus 0.13 for uncorrected S-B gain. Additional correlations were computed for restricted IQ ranges. This study lends support to compensatory education programs attempting to raise IQ's. [Not available in hard copy due to marginal legibility of original document.] (Author)

ED 080 180 PS 006 665

Spivack, George

The Concept of Behavioral Effectiveness in the Classroom.

Hahnemann Medical Coll. and Hospital, Philadelphia, Pa.

Pub Date Feb 73

Note—7p.; Paper presented at a symposium during the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Behavior Change, Behavior Patterns, *Classroom Design, Performance Criteria, Response Mode, Speeches, *Student Behavior, *Success Factors, *Teacher Behavior

The concept of behavioral effectiveness and why it is important to understand and measure relative to what teachers do and the way classrooms are designed are discussed. Aspects covered include the following: (1) which classroom behaviors relate to learning and how they are organized; (2) the significance of classroom behavior as the first thing that the teacher sees, out of which teacher response may be designed; (3) the possibility that such behaviors reflect response to the total demands of the academic situation, and therefore may be more sensitive to classroom adjustment than achievement or other product measures which may be influenced more by I.Q. and extra-classroom factors. (Author)

ED 080 181 40 PS 006 668

Bruininks, Robert H. Clark, Charlotte

Auditory and Visual Learning in First-, Third-, and Fifth-Grade Children. Research Report #14.

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—BR-332189

Pub Date Nov 70

Grant—OEG-0-9-332189-4533(032)

Note—30p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aural Learning, Aural Stimuli, Elementary Grades, *Learning Modalities, *Paired Associate Learning, Pictorial Stimuli, Teaching Methods, Technical Reports, *Verbal Learning, *Visual Learning

To determine the efficacy of auditory, visual and combined auditory-visual modes of presenting verbal material, 12 first-grade, 12 third-grade and 12 fifth-grade children were tested on paired associates lists presented under visual, auditory and combined auditory-visual conditions. Pictures rather than printed words were used as visual stimuli to control for effects of differences in reading ability across grade levels. Performance of all groups under visual and combined auditory-visual modes of presentation was significantly higher than that attained under the auditory condition. The imagery inducing quality of pictures was offered as a possible explanation for superior learning under visual and auditory-visual conditions. Differences with previous findings were ascribed to poor control in other studies of the effects of reading skill in visual learning conditions. (Author)

ED 080 182 PS 006 669

The Learning Booth: Preliminary Analysis of Research Activities.

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Pub Date Feb 72

Note—11p.; The product evaluation report is PS 006 670

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Autoinstructional Aids, Autoinstructional Programs, Grade 1, *Intelligence Tests, Kindergarten, *Performance Factors, Program Evaluation, *Reading Tests, Technical Reports, Test Results, *Typewriting

Two reports supplementing the product evaluation of the Learning Booth are presented. The first, "Learning Booth Performance and Subsequent Reading Ability," by N. F. Rayder, examines the relationship between the Learning Booth experience and reading. To do this, readingscores for 65 first-grade Follow Through children were compared with their intelligence test scores and Learning Booth performance data. The second report "A Measure of Intelligence and Subsequent Learning Booth Performance," by Margery Nakamura and Anne Rhodes, explores a child's performance as measured by his Learning Booth achievement in relation to the child's score on a traditional test of intelligence (the WPPSI). Performance was found to be independent of intelligence test scores. (KM)

ED 080 183 PS 006 670

Rayder, Nicholas And Others

The Learning Booth: Product Evaluation Report.

Far West Lab. for Educational Research and Development, Berkeley, Calif.

Pub Date Feb 72

Note—37p.; A supplement to this document is PS 006 669

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attendant Training, *Autoinstructional Aids, Autoinstructional Programs, Kindergarten, Primary Grades, *Program Evaluation, *Task Performance, Training Techniques, *Typewriting

The evaluation of the Learning Booth program is reported. The program involves a Learning Booth equipped with an electric typewriter and staffed by a trained attendant, a sequence of child-paced instructions, a training program for Learning Booth attendants, and other related materials. Two main objectives were evaluated: (1) offering a child an experience where he can learn to solve problems and find answers by himself—it was expected that some would complete the program, reach Phase V, and that 75% would complete Phase III by the end of the year; to evaluate this objective, information was obtained from 2,454 1970-71 kindergarten and first-grade child performance records from 15 Follow Through districts using the Learning Booth; and (2) providing training—two approaches were evaluated. In the first, Senior Booth Attendants came to the Laboratory for 5 days of training, returned to their districts, set up a booth, and trained attendants; the criterion was that 80% would perform at acceptable levels. The second training approach was to give attendants only the guide. The child performance data showed that 91% of the children completed the year typing at or above Phase III. The data also showed that for kindergarten children, performance in the booth is directly related to the effectiveness of the booth attendant. Evaluation of training was based on observation. For the first training method, 82% of the booths were judged "good to excellent." For the second method, half were considered excellent. (For related document, see PS 006 669.) (Author/KM)

ED 080 184 PS 006 672

McGhee, Paul E.

Children's Appreciation of Humor: A Test of the Cognitive-Congruency Principle.

Pub Date Mar 73

Note—19p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29 - April 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Development, *Cognitive Processes, *Conservation (Concept), Elementary Grades, Females, *Humor, Rating Scales, *Response Mode, Technical Reports, Verbal Stimuli

According to the cognitive-congruency principle, humor appreciation peaks when the cognitive demands of the stimulus are congruent with the cognitive level of the child. This study tested the principle with jokes based on concepts associated with concrete operational thinking, conservation of mass and weight. This method provides a satisfactory basis for operationally defining amount of challenge to cognitive structures, a means of developing humor stimuli that sample a

single measurable concept, and a means of determining whether emotionally salient content is necessary to demonstrate the operation of the cognitive-congruency principle. Ss were 96 white females at four age levels: 16 nonconservers and 16 conservers of mass in grade 1, 16 nonconservers and 16 conservers of weight in grade 2, 16 sixth graders, and 16 first-year graduate students. Ss rated each joke on a five-point funniness scale and were observed for spontaneous smiling and laughing. Support for the cognitive-congruency principle was obtained for funniness ratings but not for smile-laugh ratings. For conservation of mass jokes, a peak in funniness was reached among second graders who were nonconservers of weight but conservers of mass. For conservation of weight jokes, the peak occurred among first-grade conservers of mass. [Filmed form best available copy.] (KM)

ED 080 185 PS 006 673

Segal, Marilyn M. Simco, Edward R.

Home Start: School for Parents. Final Report.

Nova Univ., Fort Lauderdale, Fla.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.

Pub Date [72]

Note—64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Care, Child Rearing, Educational Television, Formative Evaluation, Infancy, Manuals, *Parent Education, Program Attitudes, *Program Evaluation, Questionnaires, Summative Evaluation

Home Start: School for Parents is a parent education program with three major components: a Prototype School for Parents, a pilot television series, and a Manual for Parents on the infancy period. The prototype school is evaluated in terms of its impact on parents and infants, the manual and the television shows in terms of audience response and expert opinion. The final report describes both the formative evaluation that led to the on-going program modifications, and the summative evaluation that attempted to measure the success of the program in terms of immediate objectives. The long term objective of the program - to provide children from all SES groups with a better home start - cannot as yet be assessed. (Author)

ED 080 186 PS 006 674

Leslie, Judith W.

Preschools for Mexican Americans: Research and Curriculum.

Pub Date [72]

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingual Education, Culturally Disadvantaged, Disadvantaged Youth, Experimental Programs, *Literature Reviews, *Mexican Americans, Preschool Curriculum, Preschool Education, *Preschool Programs, *Second Language Learning

Current preschool programs for Mexican American children are examined. Programs are categorized as either experimental or as non-experimental. The emphasis of the experimental section is upon research findings, while the emphasis of the non-experimental section is upon the curriculum and its implementation. Six studies are discussed in the experimental section: the findings suggest that bilingual instruction is not superior to English or Spanish instruction in terms of student achievement. However, one study showed successful social adjustment on the part of Mexican American children involved in bilingual programs. Findings also showed integrated classrooms to facilitate achievement gains for Mexican Americans. Seventeen programs are discussed in the non-experimental section. Findings indicate that in some cases acquisition of a specific English vocabulary enables a greater percentage of Mexican American children than normal to progress to subsequent grades in school. Three outstanding features of these preschool programs are a bilingual approach, a greater degree of parental involvement than in most preschool programs, and an awareness and appreciation of the Mexican American cultural heritage. (Author/KM)

ED 080 187 PS 006 675

Aldous, Joan

Family Background Factors and Originality in Children.

Minnesota Univ., Minneapolis. Dept. of Sociology.

Pub Date [70]

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Environment, *Creativity Tests, *Family Background, Family Characteristics, Grade 3, *Nonverbal Tests, *Originality, Teacher Attitudes, Technical Reports, *Test Results

Results from a study of family background variables as related to third graders' performance on non-verbal tests of creativity provide suggestions to teachers concerned with creating a climate conducive to originality. Sex did not differentiate the sample, but children from large, working class families appeared less original. This was also true of children whose working mothers held occupations of higher prestige than their fathers. The dynamics and implications of the findings are explored. (Author)

ED 080 188

PS 006 678

Yardley, Alice

Reaching Out. Young Children Learning Series.

Pub Date 73

Note—112p.

Available from—Citation Press, Library and Trade Division, Scholastic Magazines, Inc., 50 West 44th Street, New York, NY 10036 (\$2.25)

Document Not Available from EDRS.

Descriptors—Classroom Arrangement, *Early Childhood Education, Environmental Influences, Gifted, *Individual Development, *Learning, Mental Health, *Open Education, Parent Teacher Cooperation, Slow Learners, Teacher Role

Identifiers—*British Infant Schools

This book is one of a series of four in which issues affecting the organization and work of the British Infant School are considered. The series, "Young Children Learning", is designed to express current educational theory in terms of the practical work of teachers and children in infant schools. The books include recent research into the ways in which children develop and learn and examples from classroom situations. Each book covers a range of topics connected with some particular aspect of the child's school life. "Reaching Out" discusses the child's need to learn, and general learning patterns, as well as individual development and environmental influences. It also considers gifted children, slow learners and the functions of the teacher. Other books in the series are cited as PS 006 679, PS 006 680, and PS 006 681. (ST)

ED 080 189

PS 006 679

Yardley, Alice

Senses and Sensitivity. Young Children Learning Series.

Pub Date 73

Note—143p.

Available from—Citation Press, Library and Trade Division, Scholastic Magazines, Inc., 50 West 44th St., New York, NY 10036 (\$2.65)

Document Not Available from EDRS.

Descriptors—Aesthetic Education, Body Image, Creative Development, Cultural Enrichment, *Early Childhood Education, *Emotional Development, *Individual Development, Instructional Materials, Music Appreciation, *Open Education, *Sensory Experience, Teacher Role

Identifiers—*British Infant Schools

This book is one of a series of four in which issues affecting the organization and work of the British Infant School are considered. The series ("Young Children Learning") is designed to express current educational theory in terms of the practical work of teachers and children in infant schools. The books include recent research into the ways in which children develop and learn and examples from classroom situations. Each book covers a range of topics connected with some particular aspect of the child's school life. "Senses and Sensitivity" discusses personality, creativity, movement, music, and emotion. It also stresses the effectiveness of learning through one's own resources. Other books in the series are cited as PS 006 678, PS 006 680, and PS 006 681. (ST)

ED 080 190

PS 006 680

Yardley, Alice

Exploration and Language. Young Children Learning Series.

Pub Date 73

Note—150p.

Available from—Citation Press, Library and Trade Division, Scholastic Magazines, Inc., 50 West 44th St., New York, NY 10036 (\$2.65)

Document Not Available from EDRS.

Descriptors—Beginning Reading, *Communication Skills, *Early Childhood Education, Family Environment, *Language Development, *Open Education, Personality, *Speech Skills, Story Reading, Teacher Role, Writing

Identifiers—*British Infant Schools

This book is one of a series of four in which issues affecting the organization and work of the British Infant School are considered. The series "Young Children Learning", is designed to express current educational theory in terms of the practical work of teachers and children in infant schools. The books include recent research into the ways in which children develop and learn and examples from classroom situations. Each book covers a range of topics connected with some particular aspect of the child's school life. In "Exploration and Language," language is considered as an aspect of the total development of a child; the emphasis is on learning language by use. The ability to abstract, symbolize, and create a world of imagination from experience, as well as the ability to read and write creatively are discussed. Other books in the series are cited as PS 006 678, PS 006 679, and PS 006 681. (ST)

ED 080 191

PS 006 681

Yardley, Alice

Discovering the Physical World. Young Children Learning Series.

Pub Date 73

Note—144p.

Available from—Citation Press, Library and Trade Division, Scholastic Magazines, Inc., 50 West 44th St., New York, NY 10036 (\$2.65)

Document Not Available from EDRS.

Descriptors—Classroom Materials, *Concept Formation, *Early Childhood Education, Instructional Materials, Learning Activities, *Mathematics Education, Mathematics Instruction, *Open Education, *Science Education, Time

Identifiers—*British Infant Schools, Nature Study

This book is one of a series of four in which issues affecting the organization and work of the British Infant School are considered. The series, "Young Children Learning," is designed to express current educational theory in terms of the practical work of teachers and children in infant schools. The books include recent research into the ways in which children develop and learn and examples from classroom situations. Each book covers a range of topics connected with some particular aspect of the child's school life. "Discovering the Physical World" is an examination of the way in which children begin to develop mathematical and scientific ideas. Time, light, air, water, heat, sound, the body, history, and geography, are all discussed in the context of a child's experience. Other books in the series are cited as PS 006 678, PS 006 679, and PS 006 680. (ST)

ED 080 192

PS 006 713

Kamii, Constance DeVries, Rheta

Piaget-Based Curriculum for Early Childhood Education: The Kamii-DeVries Approach.

Pub Date 1 Apr 73

Note—8p.; Part of a pre-symposium paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, April 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Development, *Early Childhood Education, *Educational Objectives, Emotional Development, Instructional Materials, *Personality Development, Preschool Curriculum, Social Development, Teacher Role, *Teaching Methods

Identifiers—Piaget

An outline for Piaget-based early childhood education curricula is presented. Long term objectives of the curriculum are the facilitation of moral and social growth, and intellectual development leading to formal operational functioning. Education is seen as a process that encourages creative and critical thinking. Short-term objectives are listed in categories of socio-emotional and cognitive development. The model is based on the traditional child development curriculum, with three major differences: (1) thinking is emphasized rather than factual knowledge or sensory learning; (2) the principles of teaching are modified to encourage an active environment,

self-initiation of activity, problem-solving directly from physical objects, and the freedom to be "wrong" so that correct answers can be self-discovered; and (3) the role of the teacher is to create the environment where these learning activities will naturally take place. A specific activity is described and discussed in terms of its rationale, or the cognitive processes involved in its participation. (DP)

ED 080 193

PS 006 720

Morgan, George A.

Determinants of Infants' Reactions to Strangers.

National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date Mar 73

Note—25p.; Revised and expanded version of paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pa., March 29-April 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Age Differences, *Child Development, *Infants, Parent Child Relationship, Reactive Behavior, *Stress Variables

Identifiers—*Stranger Fear

This study investigated problems related to the consistency of infants' reactions to different strangers and unfamiliar behavior. Eighty infants were studied in matched groups of eight boys and eight girls each at ages 4 1/2, 6 1/2, 8 1/2, 10 1/2, and 12 1/2 months. Three sets of measures of infants' reactions to strangers were collected from these sources: (1) interviews with mothers concerning their child's usual reaction to unfamiliar people, (2) laboratory observations of infant-stranger interactions, and (3) a follow-up questionnaire completed by the mothers. In the observation sessions, each infant was approached in a standardized manner by a male and female stranger, both while the baby was on the mother's lap and while he was at a feeding table four feet away from her. In each approach episode, the stranger systematically varied his behavior, moving from sitting silently across the room to picking up the infant. Results were analyzed and discussed in terms of differences between stranger episodes, consistency across stranger episodes, universality of fear of strangers, relationship between mothers' reports and direct observations, age trends, and stranger fear as a useful variable in developmental research. (DP)

ED 080 194

PS 006 724

Feinberg, Daniel

Preventive Therapy with Siblings of a Dying Child.

Center for Preventive Psychiatry, White Plains, N.Y.

Pub Date Oct 69

Note—20p.

Available from—Center for Preventive Psychiatry, 340 Mamaroneck Avenue, White Plains, New York 10605 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Behavior, Anxiety, Case Studies, Catharsis, *Death, *Early Childhood, Hostility, Mental Health, *Psychiatry, *Psychotherapy, Siblings

Identifiers—Mourning

A case study of psychiatric intervention for two sisters whose brother is dying of leukemia is presented. The therapeutic technique attempted to deal with the threatened loss by a forthright approach to the reality situation, encouraging "immunizing" discussions, allowance for catharsis without severe regression, emphasis on reality orientation, and direct initiation and enhancement of mourning through the use of transference materials. A theoretical discussion of the capacity of children to mourn is included. An empirical assessment of the therapy suggests that immediate ventilative help at a time of great stress was provided, but that there was little effect on the children's capacity to sustain prolonged mourning processes. (DP)

ED 080 195

PS 006 732

Siegel, Linda S.

The Development of the Ability to Understand Numerical Symbols.

McMaster Univ., Hamilton (Ontario).

Spons Agency—Medical Research Council of Canada, Ottawa (Ontario).

Pub Date Mar 73

Note—20p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29 - April 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Processes, *Concept Formation, *Number Concepts, *Preschool Children, *Symbolic Learning
Identifiers—*Numeration Tasks

Three studies were conducted to assess the abstraction processes involved in the development of the ability to associate numerals with sets of the appropriate size (numeration). Experiment 1 examined the sequence of the ability to discriminate relative numerical magnitude, numerical equivalence, Arabic numerals, absolute size of a set, and numeration, with 90 children, aged 3 1/2 to 5 1/2. Quantity and numeral discriminations and the magnitude concept were significantly easier to learn than numeration, but the equivalence concept was not easier than numeration. Experiment 2 was designed to determine if the lack of familiarity with numerical symbols accounted for children's failure in the numeration task. The subjects, 63 children aged 3 1/2 to 4 years, 11 months were trained to associate either geometric shapes, realistic pictures, or numerals with sets of objects. Both the realistic figures and the geometric shapes were significantly more difficult to associate with the appropriate numerical set. Experiment 3 compared performance on numeration tasks with linear homogeneous, non-linear homogeneous, or linear heterogeneous sets, using 90 children, aged 4 - 5 1/2. Numeration was significantly more difficult with heterogeneous stimuli than with the other stimulus arrays. (Author/ST)

ED 080 196

PS 006 734

Gil, David G.

Testimony of Dr. David G. Gil, Brandeis University, at Hearings of U.S. Senate Subcommittee on Children and Youth on the "Child Abuse Prevention Act", S.1191 (93rd Congress, 1st Session) March 26, 1973.

Pub Date 26 Mar 73

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Abuse, *Child Welfare, Disadvantaged Youth, *Discipline, *Federal Legislation, School Policy, *Social Problems

This testimony concerning physical abuse of children proposes a definition of child abuse and neglect based on the inherent equal worth of all children and a belief in their equal social, economic, civil, and political rights. Child abuse or neglect is considered the responsibility of individuals, institutions, and society as a whole with the underlying cultural cause of the rooted in widespread acceptance of physical discipline. Important trends indicate that the incidence rate of child abuse is higher among the disadvantaged segments of society; cases outside of the home tend to go unreported; and the problem is not confined to very young children. The witness argues for additions to the Child Abuse Prevention Act, including a clear definition of child abuse and neglect, a statement of children's rights, a rejection of all forms of physical force against children in the public domain, and specification of a minimal living standard for children. (DP)

ED 080 197

PS 006 738

Tuta, Kathleen M. Baker, Georgia Pitcher

Self-Concept of the Disadvantaged Child and Its Modification through Compensatory Nursery School Experience.

Pub Date Feb 73

Note—10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 26 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Compensatory Education, *Disadvantaged Youth, *Early Experience, Evaluation, *Kindergarten Children, *Preschool Education, *Self Concept, Sex Differences
Identifiers—Pictorial Self Concept Scale

The effects of nursery school experience on the self-concepts of disadvantaged and non-disadvantaged children were assessed. Subjects were 434 kindergarten children attending five public schools located in low socioeconomic areas and five public schools not considered to be serving a disadvantaged population. Self concept was evaluated through the use of the Pictorial Self-Concept Scale which involves self rating by the child. Results indicate the existence of significantly higher self-concept scores for the nursery school as opposed to non-nursery school group. Also, the scores for the non-disadvantaged group were higher than those of the disadvantaged group,

and girls' scores were higher than boys'. Results are discussed in terms of the importance of preschool experience. Limitations in the research design are acknowledged. (DP)

ED 080 198

PS 006 740

Effective School Programs for Disadvantaged Minority Children.

Connecticut Univ., Storrs. National Leadership Inst. - Teacher Education/Early Childhood.

Pub Date Feb 73

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Gains, *Disadvantaged Youth, *Early Childhood Education, Educational Improvement, Educational Innovation, *Educational Programs, Intelligence Quotient, *Minority Group Children, National Norms, Tables (Data)

Twenty-one high impact educational programs for disadvantaged minority children are reviewed. The projects involved were selected by the U.S. Office of Education for the 1972 Education Fair in Washington, D.C., or have been cited for excellence by the U.S. Office of Education, the National Education Association, or the Council for Basic Education. For each project the following information is included: School district involved, number of children affected, curriculum, and test score gains. (DP)

ED 080 199

PS 006 756

Colosimo, Jerry

Final Report on the Second St. Paul's Summer Project Conducted by Western Institute for Science and Technology, June - August, 1972.

Western Inst. for Science and Technology, Waco, Tex.

Pub Date Aug 72

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Disadvantaged Youth, *Individualized Instruction, *Preschool Children, *Reading Readiness, *Reinforcement, Rewards, Summer Programs, *Tutoring

Identifiers—Metropolitan Reading Readiness Test, Vanguard Instructional Model

A summer project designed to teach reading readiness skills to disadvantaged preschoolers is described. Thirty five five-year-olds attended the program three hours a day, five days a week, for six weeks. The Vanguard Instructional Model used involved contingency management, individualized instructional materials and the extensive use of student tutors as primary instructional agents. The Vanguard program was divided into task areas, during which children worked on prepared learning programs, and recreational or reinforcer areas (RE) which motivated students since students could go to a recreational area after completing a period of work. Diagnostic tests were used to assess the level of achievement that the students had attained upon entering the program. Evaluation of progress consisted of a built-in, pretest and post test system for each stage of the learning process. A child had to achieve 80% mastery of each stage before he could advance to a higher level task. The Metropolitan Reading Readiness Test (MRRT) was also administered to each subject before and after the program. Results indicated that mean scores on alternate forms of the MRRT rose 15.13 percentile points and that student attendance averaged 90% on any given day of the program. Also, it was found that back-up rewards could be deferred for as long as two days; rotating the students through task and RE areas aided efficiency, and co-ordinating learning task and RE activity facilitated learning. (DP)

ED 080 200

PS 006 757

COMPAS: A National Design for the Elementary School.

American Federation of Teachers, Washington, D.C.

Pub Date [73]

Note—19p.

Available from—American Federation of Teachers, AFL-CIO, 1012 14th St., N.W., Washington, D.C. 20005 (Elemen. C591-1, Single copy \$0.50; 25 copies, \$0.25 each)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Class Size, *Early Childhood Education, *Educational Improvement, *Educational Objectives, *Elementary Education, Instructional Staff, Paraprofessional School Personnel, Parent Education, Racial Integration, School Size, Special Services

Identifiers—American Federation of Teachers, AFL CIO

Guidelines for effective public elementary education are proposed by the American Federation of Teachers. The first recommendation concerns the expansion of early childhood education, including pre-kindergarten. Early childhood education should be characterized by small class groups, parent education and involvement, availability of a clinical team of professionals, carefully trained teachers and paraprofessionals, and separate housing facilities. The desirability of school integration is emphasized, with heterogeneous class groups based on sex, class, race, ethnicity, achievements, and adjustment suggested. Special school services to meet the dental, nutritional, medical, social, and emotional needs of children are encouraged. The importance of adequate funding for educational tools and supplies, and for the hiring of auxiliary assistants to release teachers from non-professional duties is discussed. Expanded cooperation between public school and local universities in staff training is proposed. Also noted are the importance of democratic staff involvement in decision-making policy, and the need for research by teachers and outside evaluative agencies. Finally, the cost of implementation of these guidelines is estimated at \$450-600 per child, per year. It is argued that improved education will reduce the need for expensive corrective programs. (DP)

ED 080 201

PS 006 758

Morris, Earl W., Ed.

Early Childhood Education in Illinois: Focus on Kindergarten.

Illinois State Office of the Superintendent of Public Instruction, Springfield. Illinois Curriculum Program.

Report No.—C-EC-1

Pub Date 70

Note—75p.

Available from—Illinois Curriculum Program, Office of the Superintendent of Public Instruction, 302 State Office Building, Springfield, Illinois 62706 (no price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Role, Classroom Arrangement, Curriculum Design, *Early Childhood Education, *Educational Philosophy, *Educational Planning, Films, Instructional Materials, *Kindergarten, Parent School Relationship, *Resource Guides, Scheduling, Self Concept

This guide is for teachers and administrators involved in the preparation and implementation of kindergarten programs. Part I, in a series of captioned photographs, reviews basic qualities and needs of young children. Part II examines historical events important in the development of early childhood education, and describes several educational approaches to kindergarten, including traditional, Montessori, Head Start, Bereiter-Engelmann, and motor-sensory. Development of an eclectic approach is recommended to serve the needs of young children. Part III discusses the major goals of the eclectic approach, which are: (1) development of a healthy self-concept, (2) expansion of the natural learning drives of children, (3) the fostering of positive feelings and attitudes about learning. Specific areas of curriculum are considered. Part IV surveys areas requiring detailed planning, including first days of school, physical arrangement of the classroom, parent contributions, children with special needs, and scheduling issues. The role of the administrator is considered in Part V, with respect to specific responsibilities, decisions, and teacher expectations. Part VI reviews theoretical concepts of child development and early education in general. Appendixes listing professional books, sources, and films as well as children's books are included. (DP)

ED 080 202

PS 006 759

Grotberg, Edith And Others

Toward Interagency Coordination: An Overview of Federal Research and Development Activities Relating to Early Childhood. Second Annual Report.

George Washington Univ., Washington, D.C. Social Research Group.

Spons. Agency—Children's Bureau (DHEW), Washington, D.C.; Interagency Panel on Early Childhood Research and Development, Washington, D.C.

Report No.—OCD-CB-107

Pub Date Nov 72

Note—191p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Child Development, *Early Childhood, *Federal Aid, *Federal Programs, Health, *Interagency Coordination, Interagency Planning, Intervention, *Research, Research Needs, Social Problems

Identifiers—*Interagency Panel on Early Childhood Research and

Descriptions of federal research for 1972 and analysis of research plans are based on the following seven major areas: (1) the developmental process, (2) effects of primary environmental influences, (3) effect of broad social programs, (4) the global approach, (5) research to benefit all children, (6) research on methodology, and (7) study of research planning and dissemination. The report covers the work of twenty federal research programs (990 research projects), with a total budget of approximately \$148.4 million. Discussion of future plans indicates expected areas of major emphasis for each of the federal programs. Also described are future activities of the interagency panel, designed to further co-ordinate federal research. Document PS 006 760 provides an executive summary of the report. ED 069 372 is the 1971 Annual Report. (DP)

ED 080 203

PS 006 760

Grothberg, Edith And Others

Toward Interagency Coordination: An Overview of Federal Research and Development Activities Relating to Early Childhood. Second Annual Report. Executive Summary.

George Washington Univ., Washington, D.C. Social Research Group.

Spons Agency—Children's Bureau (DHEW), Washington, D.C.; Interagency Panel on Early Childhood Research and Development, Washington, D.C.

Report No.—OCD-CB-107

Pub Date Nov 72

Note—38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Development, *Early Childhood, *Federal Aid, *Federal Programs, *Interagency Coordination, Interagency Planning, *Research, Research Needs

A summary of the second annual report of the Interagency Panel on Early Childhood Research and Development describes federally funded research in early childhood done in 1972, research plans for 1973, and long-range plans. Research programs are based on seven major areas: (1) the developmental process, (2) effect of primary environmental influences, (3) effect of broad social programs, (4) the global approach, (5) research to benefit all children, (6) research on methodology, and (7) the study of research planning and dissemination. The summary covers research reported by twenty federal programs, and includes data from 990 research projects, with a total budget of approximately \$148.4 million. Number of projects and expenditures are charted for each of the federal programs. Discussion of future plans indicates expected areas of major emphasis. Also described are future activities of the Interagency Panel, designed to further research coordination. More detailed information can be found in document PS 006 759. ED 069 373 is the 1971 executive summary. (DP)

ED 080 204

PS 006 761

Abbott, Robert E.

Developmental Kindergarten Classes of the Waukegan Community Unit School District #60.

Illinois State Office of the Superintendent of Public Instruction, Springfield. Instructional Materials Center; Waukegan Community Unit School District 60, Ill.

Pub Date [72]

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Developmental Programs, *Early Childhood Education, *Identification, Instructional Materials, Intervention, *Kindergarten, Remedial Instruction, *Special Education, Student Placement

Identifiers—Waukegan Early Evaluation Program (WEPP)

The rationale for the existence of developmental kindergarten classes is based on individual differences, the general importance of early childhood education, and the advantages of early detection of emotional disturbance and learning disabilities. The Waukegan program focuses on early identification and specification of problems, development of perceptual skills, creation and evaluation of techniques to increase school readi-

ness, promotion of co-operative work between school personnel, specialists and parents, and the development of children's visual, motor and language skills. (DP)

ED 080 205

PS 006 762

Even, M. J.

Building Foundations for Educational Change.

Wisconsin State Dept. of Public Instruction, Madison.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Oct 71

Note—71p.

Available from—Wisconsin State Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53706 (Limited number of copies available free of charge)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Art Education, Career Education, *Community Programs, Curriculum Development, *Early Childhood Education, *Educational Innovation, *Educational Programs, Individualized Instruction, Learning Disabilities, Motivation, Special Education, Special Programs, *State Federal Aid

Identifiers—Elementary Secondary Education Act Title III, Wisconsin

This document describes 48 educational projects implemented for 1971 under Title III of the Elementary and Secondary Education Act. The goal of Title III is to stimulate new and improved educational practices and to determine their effectiveness. Wisconsin E.S.E.A. funds were designated for 4 major areas: (1) innovative programs, (2) establishment of educational centers, (3) special educational programs, and (4) guidance, counseling, and testing. (DP)

ED 080 206

PS 006 763

Wiener, Gerald And Others

New Orleans Parent Child Development Center.

Parent Child Development Center, New Orleans, La.

Pub Date Apr 73

Note—33p.; Variations of this paper were presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pa., Mar. 29 - Apr. 1, 1973 and the annual meeting of the American Orthopsychiatric Association (50th, New York, N.Y., May 28 - Jun. 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Disadvantaged Groups, Home Visits, *Infants, *Intervention, *Mothers, Negative Reinforcement, *Parent Child Relationship, *Parent Education, Parent Participation, Parent Workshops, Positive Reinforcement

Identifiers—Bayley Scales of Infant Development, Uzgiris Hunt Scales of Infant Ordinal Development

The New Orleans model for parent-infant education involves the use of non-professional workers, trained by professional staff, who teach general concepts of child development and child management to groups of disadvantaged mothers. Two themes are stressed: the parent is now and will be the child's most important teacher, and all the baby's time is learning time. In the long range view, research at the Parent Child Center is designed to investigate whether or not educational intervention needs to be implemented from the first year of life for optimal success and also to evaluate two systems of delivering services (in a center versus home visits). Results are as yet inconclusive. (DP)

ED 080 207

PS 006 764

Joffe, Carole

The Impact of Integration on Early Childhood Education.

Pub Date May 73

Note—10p.; Paper presented at the annual meeting of the Pacific Sociological Association (Scottsdale, Arizona, May, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Compensatory Education, Day Care Services, *Early Childhood Education, *Integration Effects, *Intervention, Nursery Schools, *Parent Attitudes

Identifiers—*Project Head Start

Different kinds of child care organizations (day care centers and homes, nurseries, and Head Start compensatory programs) are discussed. A description of the nursery program affiliated with the Berkeley Unified School District points out

the delineation between classical or "social-emotional development" emphasis in child care, and the newer trend toward early academic instruction. At the Berkeley nursery, which emphasizes parent participation, it was found that many black parents wanted their children to receive basic academic instruction at an earlier age than many white parents, who advocated a non-rigid, social program for their children. The danger of stifling the creativity of preschool programs by assimilating them into elementary schools is also discussed. (ST)

ED 080 208

PS 006 766

"Individualized Instruction" as it Relates to "Action Goals for the Seventies: The Curriculum". Position Paper and Guidelines.

Illinois State Office of the Superintendent of Public Instruction, Springfield. Dept. of Curriculum Development.

Pub Date Aug 72

Note—13p.; Portions of this paper were presented at the Annual Meeting of the American Educational Research Association (New York, New York, February 6, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Objectives, Group Instruction, Guidelines, Independent Study, *Individualized Instruction, *State Departments of Education, Teaching Methods, Teaching Models

This paper defines individualized education as any procedures which are used to make sure that an individual student receives instruction specifically appropriate for him. General programs and day-to-day lessons are to be tailor-made to suit a student's learning needs and his characteristics as a learner. Group teaching, self-direction and mastery as related to individualization are discussed and guidelines suggested. (ST)

ED 080 209

PS 006 767

Jordan, Thomas E.

Developmental and Social Influences from Birth on School Readiness in a Metropolitan Cohort.

Missouri Univ., St. Louis. Dept. of Behavioral Studies and Research.

Spons Agency—National Coordination Center for Early Childhood Education, St. Ann, Mo.; National Inst. of Education (DHEW), Washington, D.C.

Pub Date Feb 73

Note—14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 26 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Infants, *Longitudinal Studies, Mothers, Parent Influence, *Preschool Children, Preschool Tests, Racial Differences, *Readiness, School Readiness Tests, Social Differences, *Social Influences

Identifiers—Illinois Test of Psycholinguistic Abilities, Peabody Picture Vocabulary Test, Preschool Attainment Record, Wechsler Intelligence Scale for Children

This paper reports on a longitudinal study of significant influences on the cognitive readiness of a group of children, aged 60 to 66 months. All measures were obtained by prospective study, which began with Apper scores calculated in the delivery room. Subsequent measures were gathered by individual case studies in homes, with children and examiners matched by race. Tests used were the Preschool Attainment Record, the Peabody Picture Vocabulary Test, the Illinois Test of Psycholinguistic Abilities, and the Wechsler Intelligence Scale for Children. Results of data analysis suggest that readiness considered as cognitive maturity has two contradictory aspects: (1) it is demonstrably influenced by identifiable elements in the preschool years, (2) the degree of influence exerted by identified influences is less than that exerted by unidentified influences. To some extent, all three predictor domains: child, maternal, and environmental data, have a role in shaping readiness. Social class appears to have the greatest influence. (ST)

ED 080 210

PS 006 776

Cook, Harold Murray, Frank B.

The Acquisition of Conservation Through the Observation of Conserving Models.

Pub Date Feb 73

Note—8p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 26 - March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Caucasians, *Cognitive Processes, *Conservation (Concept), *Early Childhood, Grade 1, Middle Class, Models, *Observational Learning, *Peer Relationship
Identifiers—Goldschmid Bentler (1968) Concept Assessment Kit

The purpose of the present experiment was to investigate whether the effect of observing a peer who was conserving could facilitate subsequent acquisition and transfer of conservation ability in a nonconserving child. Eighty-two nonconserving first grade children acquired the ability to give conservation judgments and reasons on six conservation problems after they had had the opportunity to observe conserving children respond. The ability transferred to twelve different problems on the same and different concepts, and was retained and present after two weeks. The performance of conservers who observed nonconservers' performance was unaffected. (Author/ST)

ED 080 211

PS 006 777

White, Burton L. And Others

Experience and Environment: Major Influences on the Development of the Young Child, Volume 1.
Pub Date 73

Note—552p.

Available from—Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632 (\$14.50)

Document Not Available from EDRS.

Descriptors—*Child Rearing, *Early Childhood, *Family Environment, Language Development, *Longitudinal Studies, Parent Child Relationship, Parent Influence, Parent Role, Social Adjustment, *Social Development, Social Environment, Social Experience

Identifiers—The Harvard Preschool Project

This book reports on the Harvard Preschool Project, a study of how child-rearing practices affect the development of social and intellectual competence in children from birth to age six. The study is based on the experiences of 31 subjects in their own homes in Massachusetts. Part I gives the introduction, background and strategy for determining (1) what is human competence in six-year-old children, and (2) how we learn the details of the interactions between early experience and the development of such competence. Part II describes in detail the methods and findings of the longitudinal, natural experiment begun in 1969. This information is divided into research on the child's development of competence and his stream of experience, and research on the child's human and physical environment. Tables, graphs, artwork, and figures are used to present the data. Part III discusses the tentative interpretations of the findings. A full presentation of assessment techniques, manuals, reliability test results, and detailed data is found in the appendix section. (ST)

ED 080 212

PS 006 791

Brophy, Jere E. Choquette, James J.

Divergent Production in Montessori Children.

Texas Univ., Austin. Dept. of Educational Psychology.
Pub Date Mar 73

Note—8p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29 - April 1, 1973)

Available from—Dr. Jere Brophy, Department of Educational Psychology, The University of Texas at Austin, Texas 78712 (reprints)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Creative Development, *Creativity Tests, *Divergent Thinking, *Early Childhood Education, Nursery Schools, *Preschool Children, Teacher Role, Teaching Methods
Identifiers—*Montessori, Torrance Tests of Creative Thinking

This study examined the contention that teacher instruction in the "correct use" of classroom equipment, as in the Montessori training method, inhibits a child's ability to generate other uses for that same equipment. Subjects were 31 matched pairs of four- and five-year-olds from two Montessori preschools and two traditional nursery schools. Each child was given adaptations of four Unusual Uses Test from Torrance's Minnesota Tests of Creative Thinking and Writing. The tests utilized two items familiar to all children (a stuffed dog and a fork) and two Montessori equipment items (a triangular wooden block and a button frame). A comparison of the children's test results contradicted the assertion that

teacher demonstration of how to use equipment inhibits creativity, whether or not the objects used are Montessori equipment items. (ST)

ED 080 213

PS 006 792

Sutton-Smith, Brian

A Developmental Structural Account of Riddles.

Pub Date Mar 73

Note—8p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Philadelphia, Pennsylvania, March 29 - April 1, 1973); Preprint of paper to appear on "Speech Play and Display," Barbara Kirschenblatt-Gimlett, ed., Mouton, Hague (in press)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Ambiguity, *Cognitive Development, *Elementary School Students, *Interpersonal Relationship, Junior High School Students, *Language Development, Social Behavior, Verbal Communication

Identifiers—*Riddles

This study links the Piagetian categories of classification with an analysis of the structure of riddles. Subjects were 623 elementary and junior high school students from small towns in Northwestern Ohio. The children provided experimenters with riddles and each riddle was scrutinized for possible inclusion in the following categories: (1) pre-riddle, (2) implicit reclassifications, (3) riddle parodies, (4) non-criterial relationships, (5) explicit reclassifications, (6) non-criterial classifications, and (7) multiple classifications. A riddle was defined as a puzzling question with an answer made arbitrary because the subject was expecting to react to meaning A but was given meaning B, and systematic because meaning A and B shared another semantic relationship. Results of the study indicate that riddles typify: (1) the preoperational period, (1st-2nd grade), (2) the two dimensional (3rd-4th grade), and (3) the focus on behavioral expectancies (5th and up). The riddle can be seen as a working model of the child-adult relationship of oral interrogation, ambiguity and humiliation. (ST)

ED 080 214

PS 006 813

Jensen, Arthur R.

Educability and Group Differences.

Pub Date 73

Note—407p.

Available from—Harper and Row, Publishers, 10 East 53rd Street, New York, N.Y. 10022 (\$10.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Caucasians, Cultural Factors, *Environmental Influences, Genetics, *Heredity, *Intelligence, Intelligence Quotient, Language Ability, Learning, Motivation, *Negroes, *Racial Differences, Social Class

This pivotal analysis of the genetic factor in intelligence and educability argues that those qualities which seem most closely related to educability cannot be accounted for by a traditional environmentalist hypothesis. It is more probable that they have a substantial genetic basis. Educability, as defined in this book, is the ability to learn the traditional scholastic subjects under ordinary conditions of classroom instruction. A survey of the evidence concludes that measured IQ is determined for the most part by an individual's heredity. The evidence, when viewed altogether, is seen as supportive of genetics. The present system of education is presented as a system which emphasizes a relatively narrow category of human abilities—a wholly environmentalist view of the origins of individual and group differences. (ST)

ED 080 215

PS 006 814

Investigation of the Effects of Parent Participation in Head Start. Final Technical Report.

MIDCO Educational Associates, Inc., Denver, Colo.

Spons Agency—Office of Child Development (DHEW), Washington, D. C. Bureau of Head Start and Child Service Programs.

Report No.—HEW-OS-72-45

Pub Date Sep 72

Note—251p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Changing Attitudes, Cognitive Development, Community Change, Community Involvement, Decision Making, *Economically Disadvantaged, *Evaluation, Methodology, Mothers, Nonprofessional Personnel, *Parent

Attitudes, Parent Education, *Parent Participation, *Preschool Programs, Questionnaires, Readiness, Self Concept
Identifiers—*Project Head Start

This report is one of four describing a project which investigated the impact of Head Start parent participation on the program's quality, on institutional changes in the community, on the Head Start children, and on the Head Start parents themselves. Two types of parent participation were investigated: (1) parents in decision-making roles, and (2) parents in learner roles. Another type of involvement in which parents were paid employees in Head Start programs was also studied. This report gives a summary of the project's methods and results, and includes the statistical data gathered from the 20 Head Start centers studied. In general, results are supportive of high parent participation in both roles in relationship to all dependent variable areas. Results also indicate that extensive parent involvement in Head Start centers appears to be related to the degree of involvement parents had in recognizing, planning and implementing improvements in the centers. Related documents include PS 006 815, PS 006 816, and PS 006 817. (ST)

ED 080 216

PS 006 815

Bromley, Kathleen C., Ed. And Others

Investigation of the Effects of Parent Participation in Head Start. Non-Technical Report.

MIDCO Educational Associates, Inc., Denver, Colo.

Spons Agency—Office of Child Development (DHEW), Washington, D. C. Bureau of Head Start and Child Service Programs.

Report No.—HEW-OS-72-45

Pub Date Nov 72

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Changing Attitudes, Community Involvement, Decision Making, *Economically Disadvantaged, *Evaluation, Mothers, Nonprofessional Personnel, *Parent Attitudes, Parent Education, *Parent Participation, *Preschool Programs, Self Concept
Identifiers—*Project Head Start

One of a series of four, this report presents the abstract and summary of the technical report of a project which investigated the impact of Head Start parent participation on the program's quality, on institutional changes in the community, on the Head Start children, and on the Head Start parents themselves. Two types of parent participation were investigated: (1) parents in decision-making roles, and (2) parents in learner roles. Another type of involvement, parents as paid employees in Head Start, was also studied. This report capsulizes the methods of the study, the target population, the results, the implications, and the recommendations for future research. Related documents include PS 006 814, PS 006 816, and PS 006 817. (ST)

ED 080 217

PS 006 816

Perspectives on Parent Participation in Project Head Start: An Analysis and Critique.

MIDCO Educational Associates, Inc., Denver, Colo.

Spons Agency—Office of Child Development (DHEW), Washington, D. C. Bureau of Head Start and Child Service Programs.

Report No.—HEW-OS-72-45

Pub Date Oct 72

Note—226p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Economic Disadvantage, *Educational History, Educational Theories, Group Discussion, Home Visits, *Literature Reviews, *Parent Participation, Policy, *Preschool Programs, Social Change
Identifiers—*Project Head Start

This report is one of four describing a project which investigated the impact of Head Start parent participation on the program's quality, on institutional changes in the community, on the Head Start children, and on the Head Start parents themselves. Two types of parent participation were investigated: (1) parents in decision-making roles, and (2) parents in learner roles. Another type of involvement in which parents were paid employees in Head Start programs was also studied. This report is divided into two parts. Part I is a discussion of the theoretical orientations behind the formation of Head Start and the other anti-poverty programs, and an ex-

amination of the history and development of the Community Action Program and Head Start itself. Part I concludes with a description and analysis of parent participation in the program. Part II is a review of the literature of the past decade related to Head Start and Head Start type programs. The report also gives a summary and analysis of the parent participation project research implications. Related documents include PS 006 814, PS 006 815, and PS 006 817. (ST)

ED 080 218 PS 006 817
Investigation of the Effects of Parent Participation in Head Start. Appendices to the Final Technical Report.

MIDCO Educational Associates, Inc., Denver, Colo.

Spons Agency—Office of Child Development (DHEW), Washington, D. C. Bureau of Head Start and Child Service Programs.

Report No.—HEW-OS-72-45

Pub Date 72

Note—168p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Check Lists, *Data Collection, Data Sheets, Demography, *Economic Disadvantage, *Evaluation, Parent Attitudes, *Parent Participation, *Preschool Programs, Questionnaires, Readiness, Self Concept, Tests

Identifiers—*Project Head Start

This publication is a compilation of eight appendices to the final technical report on a project which studied the effects of parent participation in Head Start. These appendices include the request for proposal, the telephone survey interview forms, the self-concept test forms, the program quality checklists, questionnaires, and other instruments used in the project. Related documents include PS 006 814, PS 006 815, and PS 006 816. (ST)

RC

ED 080 219 RC 007 125

Ferster, Lucian Edward

Cultural and Economic Mediation Among Spanish Speaking Migrant Farm Workers in Dade County, Florida.

Pub Date Aug 71

Note—119p.; Master's Thesis, University of Miami, Coral Gables, Florida, August 1970

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Agricultural Laborers, Crew Leaders, *Ethnic Groups, *Masters Theses, Mexican Americans, *Migrant Workers, Migration Patterns, Puerto Ricans, *Spanish Speaking, Statistical Data

Identifiers—*Dade County, Florida

Based on the study "Migrant Children in Florida", this paper discusses the Spanish speaking farm workers who migrate to Dade County yearly to harvest the tomato and fresh vegetable crops. During the fall of 1969 and the spring of 1970, questionnaires were given to a random sample of 9,065 adult migrant workers in Florida counties with significant migrant activity. In Dade County, 643 Spanish speaking workers were interviewed along with supervisors and officials of state and local agricultural and migrant agencies. This paper divides the general agricultural scene in Dade County into 3 groups: (1) migrant workers, (2) growers and farmers, and (3) supervisors or intermediaries between the growers and migrant workers. Some differences between Puerto Rican and Mexican American migrants are pointed out and analyzed. An overall picture of local agriculture from the growers' and farmers' viewpoint is given. Major ideas are (1) Puerto Rican migrants are numerically fading from south Dade's agricultural scene and (2) patron-client relationships are markedly absent among migrant workers and work supervisors. (NQ)

ED 080 220 RC 007 133

Hightower, Jim

Hard Tomatoes, Hard Times. A Report of the Agribusiness Accountability Project on the Failure of America's Land Grant College Complex.

Agribusiness Accountability Project, Washington, D.C.

Spons Agency—Field Foundation, New York, N.Y.

Pub Date 73

Note—268p.

Available from—Schenkman Publishing Co., 3 Mount Auburn Place, Cambridge, Mass. 02138 (\$3.98)

Document Not Available from EDRS.

Descriptors—*Agribusiness, *Agriculture, Community Organizations, Federal Aid, *Land Grant Universities, *Research Needs, *Rural Areas, Rural Extension, State Programs

The relationship of the Land Grant College Complex to agribusiness is discussed in this book. Major areas include an overview of the Land Grant College Complex research and policy; the agribusiness-agriculture relationship; and the Extension Service. The recommendations of the Task Force called for: (1) a full-scale public inquiry into the land grant college system; (2) the House and Senate agricultural appropriations subcommittees to re-open hearings on agricultural research budgets, to invite witnesses from constituencies outside the land grant-agribusiness community, and to establish a committee that would develop research goals for the next decade; (3) the Secretary of Agriculture to restructure the national advisory and policy-making apparatus; (4) the Secretary of Agriculture to initiate public negotiations with new constituencies; (5) an immediate end to racial discrimination within the land grant complex; (6) new legislation; and (7) full public disclosure from the land grant complex. An appendix provides additional information. (PS)

ED 080 221 RC 007 134

Fillion, Origene

[Saturday Seminars Coordinator's Report.] Seminars for Interested Students, Experimental Project, Department of Education, Planning and Research, June 15, 1973.

Manitoba Dept. of Education, Winnipeg. Planning and Research Branch.

Pub Date 5 Jun 73

Note—17p.; Translated from French

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cultural Awareness, *Enrichment Programs, Grade 10, Grade 11, Grade 12, Organization, *Program Evaluation, Psychology, Religion, *Rural Areas, *Secondary School Students, Sociology, *Student Seminars

Identifiers—Canada, *Manitoba

Seminars were developed to give francophone students in rural areas intellectual stimulation and experience outside their normal study programs. The aim was to develop French education and to promote French culture for these secondary students. Subject areas were psychology, sociology, and comparative religion. Sixty-one students in grades 10, 11, and 12 from 5 school divisions in Manitoba participated. The seminars were conducted on Saturdays from 10:00 a.m. till noon. The participants evaluated the seminars by (1) writing their reactions to the first sessions and (2) completing an evaluation questionnaire after the ninth session. Parents were also given an evaluation questionnaire. The overall student reaction was extremely positive and parents were satisfied. Some of the recommendations were: more dialogue should be included; the seminars should be extended to 1:30 p.m.; local administrations should participate more actively in diffusing information to students; and the project should be continued. (NQ)

ED 080 222 RC 007 135

Satterlee, James L. Riley, Marvin P.

Rural Poverty in Three Eastern South Dakota Counties.

South Dakota State Univ., Brookings. Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No.—SD-AES-Bull-602

Pub Date Aug 72

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, *Cultural Factors, *Economic Disadvantage, Federal Programs, Heads of Households, Health Conditions, Living Standards, Occupations, Residential Patterns, *Rural Areas, *Socioeconomic Influences, Tables (Data)

Identifiers—*South Dakota

A sample of 120 low-income families receiving food commodities in 3 eastern South Dakota counties provided a socio-demographic overview of family characteristics; tested the Culture of Poverty approach for classifying rural, low-income families; tested the homogeneity among these families; and presented implications for policy-making and program planning. Findings from the first objective showed: average age of household was 46 years, average education 9 years, employed in agriculture, family size of 6 persons, average family income \$2,300, poor housing and facilities, and social isolation. The second objective showed that 14 characteristics of the Culture of Poverty concept were not distributed homogeneously. The significant characteristics of the 3 poverty types were education, occupation, unemployment, mobility, status, anomie, isolation, organization participation, family stability, and attitudes toward education. It was noted that the following areas should be considered in research and program planning: retraining, median age, residence, mass media, organizational participation, isolation, health, and family size. (PS)

icy-making and program planning. Findings from the first objective showed: average age of household was 46 years, average education 9 years, employed in agriculture, family size of 6 persons, average family income \$2,300, poor housing and facilities, and social isolation. The second objective showed that 14 characteristics of the Culture of Poverty concept were not distributed homogeneously. The significant characteristics of the 3 poverty types were education, occupation, unemployment, mobility, status, anomie, isolation, organization participation, family stability, and attitudes toward education. It was noted that the following areas should be considered in research and program planning: retraining, median age, residence, mass media, organizational participation, isolation, health, and family size. (PS)

ED 080 223 RC 007 136

Barrios, Ernest, Comp. And Others

A Resource Guide for Teaching Chicano Studies in Junior and Senior High Schools.

San Diego City Schools, Calif.

Pub Date Dec 69

Note—222p.

Available from—Office of Materials Development, Education Center, San Diego City Schools, 4100 Normal Street, San Diego, Calif. 92103 (Stock No. 41-C-3050, \$3.35)

Document Not Available from EDRS.

Descriptors—American History, Community Involvement, Cultural Background, *Curriculum Development, *High Schools, *Junior High Schools, Mass Media, *Mexican Americans, Organizations (Groups), *Resource Guides, Spanish Americans, Student Developed Materials, Teacher Developed Materials, Teaching Guides

Identifiers—Chicano Studies, San Diego City Schools

In 1969, teachers of the San Diego City School District, students, and representatives of the Chicano community assisted in the development of this resource guide for junior and senior high schools. Information gleaned from history, sociology, anthropology, and literature was compiled. Contributions from art, music, and drama were also included to make the guide a more complete teaching and learning tool. Using the guide, students should be able to better understand the history, tradition, and culture of the Mexican American and relate this to present-day educational, economic, political, and social problems encountered by Chicanos in contemporary American society. (Author/FF)

ED 080 224 RC 007 138

Forbes, Jack D.

Aztecas Del Norte: The Chicanos of Aztlan.

Pub Date Aug 73

Note—336p.

Available from—Education Department, Fawcett Publications, Inc., Greenwich, Conn. 06830 (\$0.95)

Document Not Available from EDRS.

Descriptors—*American Indians, Bilingualism, Changing Attitudes, *Cross Cultural Studies, *Cultural Background, Education, Employment, Laborers, *Mexican American History, *Mexican Americans, Organizations (Groups), Religion, Social Change

Identifiers—*Southwest

The purpose of this book is to examine the Indian heritage of the Mexican Americans of the Southwest. It covers Mexican American history from the time of the Aztecs to the present. In the introduction, the Mexican approach to United States history is discussed. Topics covered are: the Toltecayotl and Mexicayotl heritage; the northward movement; Mexicans as second-class Americans in the Southwest; their self-identity; Mexican religion and education; Mexican Americans organizing for the future; and La Raza Unida. Some thoughts expressed originally in the Nahuatl language of Nahuatl are given. (NQ)

ED 080 225 RC 007 140

1972 Post Season Rural Manpower Report.

Michigan State Dept. of Labor, Detroit. Michigan Employment Security Commission.

Pub Date 72

Note—34p.; Related document is ED065241

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agricultural Laborers, Community Support, *Employment Services, Field Crops, *Job Training, *Manpower Development, Migrants, Mobility, *Rural Areas, Wages

Identifiers—*Michigan

Services provided by the Rural Manpower Service to 23 Michigan counties were described in this report. Services included those provided by the special projects, Operation Hitchhike and the Mobility Facilitator Unit. Major topics were program highlights, public relations, wages and earnings, rural manpower services, major crops, and employment and operations. Special migrant problems being encountered and anticipated in 1973 were listed. Possible solutions to problems included an intensified training program for work outside the migrant stream, and a public works program in home areas that pay wages above the legislated minimum rates so that the entire family does not have to work to support the household. (PS)

ED 080 226 RC 007 141*Velarde, Hubert*

Statement of Hubert Velarde, Jicarilla Apache Tribe to United States Commission on Civil Rights at Albuquerque Convention Center (Albuquerque, New Mexico, November 14, 1972).

Pub Date 14 Nov 72

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Community Involvement, Courts, Education, Employment, *Federal Programs, Fisheries, Law Enforcement, Medical Services, *Problems, *Reservations (Indian), *State Programs, Water Resources

Identifiers—*Jicarilla Apaches

The statement by the President of the Jicarilla Apache Tribe emphasizes reservation problems that need to be examined. Presented at a 1972 Civil Rights Commission hearing on Indian concerns, Velarde's statement listed employment, education, the administration of justice, water rights, and medical services as areas for investigation. (KM)

ED 080 227 RC 007 142*Yudin, Edward*

Welcoming Remarks of Edward Yudin, Vice Chairman, New Mexico Committee to the U. S. Commission on Civil Rights at Hearings on Indian Problems (Albuquerque, New Mexico, November 14-15, 1972).

New Mexico State Advisory Committee to the U. S. Commission on Civil Rights, Santa Fe.

Pub Date 14 Nov 72

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Civil Rights, Economically Disadvantaged, Equal Opportunities (Jobs), Federal State Relationship, Living Standards, Low Income, *Nonreservation American Indians, *Reservations (Indian), *Tribes

Identifiers—New Mexico, *United States Commission on Civil Rights

Presented in this welcoming address to the U. S. Commission on Civil Rights were (1) the functions of the Commission's State Advisory Committees; and (2) the purpose of the hearing investigating problems of American Indians in New Mexico. Lower educational attainment, life expectancy, and low income levels were some problems that were examined. (FF)

ED 080 228 RC 007 143*Powell, John H., Jr. And Others*

The Southwest Indian Report. A Report of the U. S. Commission on Civil Rights, May 1973.

Commission on Civil Rights, Washington, D.C.

Pub Date May 73

Note—177p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (Stock Number 0500-00095, \$2.35)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*American Indians, *Civil Rights, Courts, *Equal Education, *Equal Opportunities (Jobs), *Federal Programs, Health Needs, Legal Problems, Nonreservation American Indians, Reservations (Indian), State Programs, Water Resources

Identifiers—Arizona, New Mexico

The investigation of civil rights violations for American Indians in Arizona and New Mexico covers Federal, state, and local employment; elementary, secondary, and higher education; and health needs, especially the Indian Health Service. It also discusses urban and reservation administration of justice and water rights. Conclu-

sions and recommendations to improve Indian life end the report. (KM)

ED 080 229 RC 007 144*Indians of New Mexico.*

Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.

Pub Date 68

Note—24p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$0.20)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Area Studies, *Cultural Awareness, Education, Employment, Industrialization, *Reservations (Indian), Social Welfare, *Tribes

Identifiers—Apaches, Navajos, *New Mexico, Pueblos

The booklet gives a general introduction to American Indians in New Mexico. Covering historical background and present status, reports are given for these tribes: the 19 Pueblos (i.e., Acoma, Cochiti, Isleta, Jemez, Laguna, and Zuni), the Jicarilla and Mescalero Apaches, and the Navajos. Also included are 26 places of interest such as Acoma Pueblo, Cochiti Pueblo, and Dulce. (FF)

ED 080 230 RC 007 150*Cosby, Arthur G. Ohlendorf, George W.*

Educational and Occupational Status Projections: Stability and Reciprocal Linkages.

Texas A and M Univ., College Station. Texas

Agricultural Experiment Station.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No—TAES-H-2811

Pub Date Aug 73

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Decision Making, *Educational Attitudes, Educational Objectives, Employment Opportunities, High School Students, Males, *Occupational Aspiration, Prediction, *Rural Youth, *Social Mobility, *Status

Identifiers—East Texas

Educational and occupational status projections are conceptualized as mobility linked social psychological components of more general status attainment models. Limitations of such submodels are noted and a rationale is offered. Investigating the stability and reciprocal linkage of 2 status projection variables in a subset of a Southern Youth Study, the dynamics of educational and occupational aspirations and expectations in a 3-wave, rural youth panel are analyzed using the Heise 2-variable path analytic technique. The data were collected over a 6 year period (1966-72) from 154 East Texas males who were originally sophomores in high school. Findings include: mean aspiration measures at each of the 3 waves were consistently larger than the expectation measures; prior levels of projections yielded a moderate level of predictions for subsequent measures; cross-lagged effects indicated that occupational decision-making occurred primarily after high school, and that educational decision-making occurred during high school. (Author/KM)

ED 080 231 RC 007 151*De Leon, Nephtali*

Chicanos. Our Background and Our Pride.

Pub Date 72

Note—95p.

Available from—Totinem Publishing Company, 4036 Morrison Rd., Denver, Colorado 80219 (\$2.60 plus shipping)

Document Not Available from EDRS.

Descriptors—*Activism, American Indians, *Cultural Background, Demonstrations (Civil), *Education, *Mexican American History, *Mexican Americans

Identifiers—*Lubbock, Texas

Examining Mexican American heritage, this book covers Mexican American history from the time of the Aztecs to the present. Topics are: Aztec and Spanish heritage; Mexico's revolutions; the Mexican American's culture; education; and the present Chicano movement. Mexican Americans in Lubbock, Texas are also discussed. (NQ)

ED 080 232 RC 007 152*Lux, Guillermo*

"Ethnicization of Social Studies in the Secondary School: The 'Browning' of America."

Pub Date Mar 72

Note—13p.; Revision of a paper presented at the Southwestern Social Science Convention (San Antonio, Texas, March 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Anglo Americans, Culture, *Educational Change, *Ethnic Studies, *History, Language, *Mexican Americans, Self Concept

Identifiers—*Southwest

Although often outnumbering Anglos in the Southwest, Mexican Americans and American Indians have not been covered historically, linguistically, or culturally. Instead, the emphasis in schools has been placed on Anglo and European history and culture, either ignoring or vilifying these minority groups. To change this, the report included a suggested social studies outline for Southwestern schools, resource bibliographies, audiovisual sources, and periodicals to teach Mexican American history and culture. (KM)

ED 080 233 RC 007 153

Rio Arriba County, New Mexico. A Report on Manpower Resources.

New Mexico State Employment Service, Santa Fe.

Pub Date Mar 73

Note—49p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Economic Disadvantage, History, *Labor Force, Local Government, *Manpower Utilization, *Rural Areas, Service Occupations, Tables (Data)

Identifiers—New Mexico, *Rio Arriba County

The report of the New Mexico Smaller Communities Team under the Employment Security Commission provides manpower information on Rio Arriba County's resources. Included in this report are pertinent data on the labor force and population. Also included are the history of the county; resources; local government, schools and community services; transportation; utilities; county financial institutions; and New Mexico State tax information. (FF)

ED 080 234 RC 007 154

Catron County, New Mexico. A Report on Manpower Resources.

New Mexico State Employment Service, Santa Fe.

Pub Date Oct 72

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Services, Demography, Education, *Employment Opportunities, Human Resources, Local Government, *Low Income Groups, *Manpower Development, Natural Resources, *Rural Areas, Tables (Data), Transportation, Utilities

Identifiers—*Catron County, New Mexico

The objectives of the Smaller Communities Program of the Employment Security Offices in Catron County, New Mexico, were to inventory the unemployed, underemployed and individuals who wish to change jobs, register them and do job development work; to test applicants and assist them in choosing a job; to refer all possible applicants to work, training, or other services; to assist employers in finding workers; and to collect and publish data on community resources for planning and economic development. Follow-up services will include counseling and testing in schools; staffing and developing additional training courses; updating labor resource information and data on persons with exceptional placement or training potentials. Information was presented on the county, its history, resources, local government, schools, community services, transportation, and utilities. (PS)

ED 080 235 RC 007 155

Mora County, New Mexico. A Report on Manpower Resources.

New Mexico State Employment Service, Santa Fe.

Pub Date Jun 73

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Economic Disadvantage, History, *Labor Force, Local Government, *Manpower Utilization, *Rural Areas, Service Occupations, Tables (Data), Utilities

Identifiers—*Mora County, New Mexico

The report of the New Mexico Smaller Communities Team under the Employment Security Commission provides manpower information on Mora County's resources. Included in this report are pertinent data on the labor force and popula-

tion. Also included are the history of the county; resources; local government, schools and community services; transportation; utilities; county financial institutions; and New Mexico state tax information. (FF)

ED 080 236 RC 007 156
Taos County, New Mexico. A Report on Manpower Resources.

New Mexico State Employment Service, Santa Fe.

Pub Date Jun 73

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Economic Disadvantage, History, *Labor Force, Local Government, *Manpower Utilization, *Rural Areas, Service Occupations, Tables (Data), Utilities

Identifiers—New Mexico, *Taos County

The report of the New Mexico Smaller Communities Team under the Employment Security Commission (ESC) provides manpower information on Taos County's resources. Included in the report are pertinent data on the county's labor force and population. Also covered in this report are the history of the county; resources; local government, schools and community services; transportation; utilities; county financial institutions; and New Mexico State tax information. (FF)

ED 080 237 RC 007 157
Torrance County, New Mexico. A Report on Manpower Resources.

New Mexico State Employment Service, Santa Fe.

Pub Date Jun 73

Note—34p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Services, Demography, Education, *Employment Opportunities, Human Resources, Local Government, *Low Income Groups, *Manpower Development, Natural Resources, *Rural Areas, Tables (Data), Transportation, Utilities

Identifiers—New Mexico, *Torrance County

The objectives of the Smaller Communities Program of the Employment Security Offices in Torrance County, New Mexico, were to inventory the unemployed, underemployed, and individuals who wish to change jobs and register them for employment; to test applicants and assist them in choosing a job; to refer all possible applicants to work, training, or other services; to assist employers in finding workers; to collect and publish data on community resources for planning and economic development; and to provide follow-up employment services. Information was presented on the Torrance County area, its history, resources, local government, schools, community services, transportation, and utilities. (PS)

ED 080 238 RC 007 158
San Miguel County, New Mexico. A Report on Manpower Resources.

New Mexico State Employment Service, Santa Fe.

Pub Date Jun 72

Note—70p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Services, *Demography, Education, Government Role, History, *Labor Force, *Manpower Needs, *Natural Resources, Religion, Rural Areas, Tables (Data), Transportation, Utilities

Identifiers—New Mexico, *San Miguel County

The Smaller Communities Program of Employment Security Offices furnishes manpower services to remote, low-income areas of New Mexico and makes comprehensive studies of the manpower and other resources which the community can use for expanding job opportunities. Other objectives include enumerating the unemployed, underemployed, and those wishing to change jobs, registering them for employment and job development; testing applicants for aptitude and performance, assisting them in job selection, and assisting employers in selecting workers; recruiting workers locally, intrastate, and interstate; and collecting data on community resources for planning and economic development. This study reports San Miguel County's manpower and its needs. Information is given on 1,672 individuals registered with the Las Vegas Office of the New Mexico Employment Service in March and April 1972; manpower and natural resources; local government, schools, and community services;

education; medical facilities; recreation; transportation; utilities; financial institutions; and typography, climate, population, and a brief history of the county. Projected occupational needs and findings of a Las Vegas garment industry survey conducted in November 1971 are given in the appendices. (NQ)

ED 080 239 RC 007 159

Stewart, Judith Anne

An Examination of the Social Boundaries of the Migratory Labor System of the Atlantic Coast Stream.

Pub Date 68

Note—198p.; Master's Thesis, Cornell University, Ithaca, New York

Available from—Inter-Library Loan from Cornell University, Ithaca, N.Y.

Document Not Available from EDRS.

Descriptors—*Agricultural Laborers, Attitudes, *Economic Factors, Leadership Styles, Manpower Needs, *Migrant Workers, *Mobility, *Social Structure, Tables (Data)

The purpose of this thesis was to define key elements of the migrant labor system structure by mapping its boundaries. Elements of the social structure in areas where large numbers of potential migrants were found and personal reasons given for joining the migrant stream were examined to understand how the structure is perceived by and motivates the behavior of individuals. It was suggested that certain conditions were more effective in keeping individuals in the stream and that sources of possible changes in these conditions should be foreseen. An examination of the economic elements of the system showed that there are still large areas where manipulation of the structure is possible. A construct called "mobility" was synthesized to provide one possible explanation for variations in the behavior of individuals affected by similar social conditions. Suggestions for further research were provided, along with samples of forms. (PS)

ED 080 240 RC 007 160

Evaluation of Migrant Education in Texas. Final Report, March 7, 1968—August 31, 1969.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Texas Education Agency, Austin. Migrant and Preschool Programs.

Pub Date 24 Jun 68

Note—298p.

Available from—Southwest Educational Development Lab., 800 Brazos Street, Austin, Texas 78701 (Free)

Document Not Available from EDRS.

Descriptors—*Educational Programs, *Evaluation, *Migrant Child Education, *Needs, Problems, Program Development, Program Planning, Research, *Tables (Data)

Identifiers—*Texas

The study and evaluation of migrant education in Texas is the beginning of a program to provide relevant information for critical decisions concerning priorities, program planning, and program management. Of the 90 Texas schools studied, 45 had specially-funded programs for migrant children. Historical and background information for migrants in these schools are presented, with educational problems addressed by this study. Educational conditions include selected demographic, enrollment, and staffing characteristics of project and non-project schools. Interrelationships between separate facilities for migrant children, achievement quotients differences, and proportion of migrant enrollment to total school population are also covered. Identified problems and needs, with suggested improvements, end the document. (KM)

ED 080 241 RC 007 161

Study of Modified School Programs for Migrant Children.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Texas Education Agency, Austin. Migrant and Preschool Programs.

Pub Date 15 Apr 69

Note—104p.

Available from—Southwest Educational Development Lab., 800 Brazos Street, Austin, Texas 78701 (Free)

Document Not Available from EDRS.

Descriptors—*Academic Achievement, Achievement Tests, Bilingual Education, Community Involvement, *Educational Programs, *Evalu-

tion, *Mexican Americans, *Migrant Children, Socioeconomic Status, Standardized Tests
Identifiers—*Texas Migrant Educational Development Center

The findings, implications, and recommendations of a Texas migrant education study were presented in this report. Objectives were to determine how educational achievement of migrant students in 6-month programs compares with that of students in 9-month modified programs for migrants and with other students in the community, the effects of differences in resources, and the comparison of achievement of migrant pupils enrolled in out-of-state schools while in transit with those not enrolled in out-of-state schools. It was found that none of the programs were making an adequate change in the performance of migrant children and that for all 3 groups the Stanford Achievement Test performance was substantially below national norms. An evaluation of the 6-month extended day migrant school program showed that it required a thorough and constructive review. The major implication was that an in-depth study of migrant education is necessary if adequate solutions are to be developed. (PS)

ED 080 242 RC 007 162

Alternate Strategies for Migrant Secondary Education.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Texas Education Agency, Austin. Migrant and Preschool Programs.

Pub Date 15 Apr 69

Note—168p.

Available from—Southwest Educational Development Lab., 800 Brazos Street, Austin, Texas 78701 (Free)

Document Not Available from EDRS.

Descriptors—Attitudes, *Educational Change, Educational Research, Low Achievers, *Migrant Education, Minority Group Children, *Needs, Problems, *Secondary School Students, *Spanish Speaking

Identifiers—*Texas

The study proposed strategies and suggested solutions to relevant problems for secondary migrant students. Information on needs and problems of the migrant student was gathered from former laboratory studies and a comprehensive review of the literature. Researchers went directly to the persons involved with the problems of the migrant secondary students for information. Two conferences were conducted and information collected from school administrators by a specially-designed questionnaire. Ten problems which were considered the greatest barriers to effective education were selected. Three were selected as primary concerns: dysfunctional school personnel characteristics, particularly teachers, counselors, and administrators; language-communication inadequacy; and dysfunctional student characteristics. Solutions were evolved for the 10 problems by 2 groups of advocate teams. Three levels of strategies were suggested for: (1) improving present programs; (2) program development; and (3) innovations. It was recommended that 1 or more of the suggested alternatives be implemented as soon as possible. (FF)

ED 080 243 RC 007 163

Computer-Assisted Instruction in the Education of the Migrant Mexican American.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency—Texas Education Agency, Austin. Migrant and Preschool Programs.

Pub Date 68

Note—106p.

Available from—Southwest Educational Development Lab., 800 Brazos Street, Austin, Texas 78701 (Free)

Document Not Available from EDRS.

Descriptors—Agricultural Laborers, Bilingual Education, Community Attitudes, *Computer Assisted Instruction, Cultural Awareness, Curriculum, Dropout Rate, *Economic Disadvantage, Educational Retardation, Instructional Materials, *Mexican Americans, *Migrant Children, *Social Influences

The rationale and feasibility for using Computer Assisted Instruction (CAI) with migrant students was investigated. Three major social needs for migrants were identified: to reduce the educational retardation and high dropout rate among children, and to improve the economic status of

the family. Three projects were proposed to meet these needs: a CAI adaptation of a bilingual reading program, a basic skills in mathematics program, and a CAI adult literacy program. Each program description included the rationale, objectives, implementation strategy, and project budget. The major objective of the feasibility study was to confirm, or amend and refine, the findings and recommendations of the first phase of the study. It was determined that in order for an on-line computer terminal to be economically, operationally, and productively feasible, the following must be available: sufficiently versatile computer hardware, trained computer maintenance personnel, and computer programs that have successfully passed through developmental testing and have been both designed for and laboratory tested on students representative of the school population where it is to be used. (PS)

ED 080 244 RC 007 164
Survey of Migrant Students in Texas. Final Report, March 7, 1968--August 31, 1968.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency--Texas Education Agency, Austin. Migrant and Preschool Programs.

Pub Date 68

Note--64p.

Available from--Southwest Educational Development Lab., 800 Brazos Street, Austin, Texas 78701 (Free)

Document Not Available from EDRS.

Descriptors--Elementary School Students, *Enrollment, *Migrant Child Education, *School Districts, *School Surveys, Secondary School Students, Tables (Data), *Withdrawal
Identifiers--*Texas

During the last week in April 1968, a request for enrollment information for school-age children of migrant agricultural workers was sent to 992 school districts in Texas. Texas was divided into 5 geographic areas: South, West, Far West, Central, and North and East. The 735 school districts responding reported a total of 46,368 migrants during the 1967-68 year. Controlling for area, enrollment figures were projected for the non-responding districts, increasing the total to 64,813. The information was coded, classified, and ordered. The survey indicated: (1) between 46,000 and 64,000 migrant students enrolled during 1967-68; (2) about three-fourths of these were in the South, one-fourth in the West, and fewer than one-tenth in the remainder of the state; (3) time and number of migrant entries and withdrawals vary greatly from area to area; (4) more migrant students enter late than withdraw early; and (5) more entries occur in September, October, and November with withdrawals increasing slightly toward the end of the school year. Entry and withdrawal data by area were presented in graphic summaries for primary and secondary grades. Selected enrollment characteristics for all school districts were presented in appendix form. (Author/NQ)

ED 080 245 RC 007 165
1970 Institute for Individualizing Mathematics for Migrant Students. Summary and Evaluation Analysis.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency--Texas Education Agency, Austin. Migrant and Preschool Programs.

Pub Date Sep 70

Note--51p.

Available from--Southwest Educational Development Lab., 800 Brazos Street, Austin, Texas 78701 (Free)

Document Not Available from EDRS.

Descriptors--Elementary School Students, *Individualized Instruction, *Institutes (Training Programs), Junior High School Students, *Mathematics, *Migrant Child Education, *Summative Evaluation, Teachers
Identifiers--*Edinburg, Texas

On July 6-31, 1970, an institute for individualizing mathematics for migrant students was conducted in Edinburg, Texas by the Southwest Educational Development Laboratory. The aim was to produce professionals and paraprofessionals in Rio Grande Valley school districts with training in the skills of individualized mathematics instruction. Participants worked directly with students in grades 2-8, discussed the material and problems in its use, and learned to apply individually prescribed instruction methods

in their own learning and in the teaching practice. Twelve administrators and 33 teachers attended for 1 and 4 weeks respectively. A detailed description and evaluation of the institute were given in this report. The evaluation was based on a "daily" evaluation report after the first week, a pretest questionnaire which was later used as a posttest instrument (with additional items), and interviews with the administrators and teachers. Sections of this report were devoted to the rationale for the institute, objectives, training staff and methods, participants, and evaluation design. (NQ)

ED 080 246 RC 007 166
Modified School Programs for Migrant Pupils. A Follow-up Analysis, 1970.

Southwest Educational Development Lab., Austin, Tex.

Spons Agency--Texas Education Agency, Austin. Migrant and Preschool Programs.

Pub Date 70

Note--63p.

Available from--Southwest Educational Development Lab., 800 Brazos Street, Austin, Texas 78701 (Free)

Document Not Available from EDRS.

Descriptors--Achievement Tests, *Educational Change, Educational Research, Elementary Education, *Low Achievers, *Migrant Education, Migrant Youth, *Program Evaluation, School Schedules, *Spanish Speaking, Statistical Data, Student Evaluation, Tables (Data), Testing
Identifiers--*Texas

The 1969-70 evaluation of 7 month migrant programs and 9 month enriched migrant programs validated the previous year's finding (1968-69) that migrant pupils in both programs continue to perform below grade level on standardized tests and below disadvantaged, non-migrant Mexican American pupils in regular 9 month schools. The design of the 1970 study was intended to answer 4 questions through a random sample of 3rd, 5th, and 7th grade students from 21 elementary schools. The report provided answers to the first 3 questions. The 4th question, which was a basis for an extensive program in the Rio Grande Valley, will be reported during the winter of 1970-71. The study revealed that 3 single programs of 7 month project schools, enriched (modified) migrant schools, and regular 9 month schools for nonmigrants were not preparing these migrant students adequately, as was shown by scores on subscales for paragraph meaning, science and social studies, and arithmetic concepts of the Stanford Achievement Test. The laboratory proposed areas for further research--e.g., investigating other innovative efforts of schools serving migrant and nonmigrant pupils from low income Mexican American families. (FF)

ED 080 247 RC 007 167
Alaska Manpower Training Programs.

Alaska State Manpower Planning Council, Juneau.

Pub Date 71

Note--36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--American Indians, Ancillary Services, *Employment Programs, Federal Aid, *Human Resources, *Manpower Development, Manpower Needs, *Rural Areas, State Federal Support, *Training
Identifiers--*Alaska

The Alaska State Manpower Planning Council provides brief summaries of human resource development programs, describing eligibility requirements, Alaska contact sources, authorizing legislation, and administering agencies. The information is primarily directed to officials and individuals involved in human development. Most of the programs receive both Federal and State financing, with the Federal sector the larger contributor. The Alaska agencies responsible for implementing the respective programs (e.g., Job Corps, Model Cities, Neighborhood Youth Corps, and Rural Alaska Community Action Program) are listed. (FF)

ED 080 248 RC 007 168

Moore, William M., Ed. And Others

Nutrition, Growth and Development of North American Indian Children. Monograph.

National Institutes of Health (DHEW), Bethesda, Md.

Report No--DHEW-Pub-NIH-72-26

Pub Date 72

Note--247p.

Available from--Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.25, paper cover)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors--*American Indians, Behavior, *Child Development, Culture, Dietetics, Eskimos, *Growth Patterns, *Health, History, Nonreservation American Indians, *Nutrition, Reservations (Indian), Social Influences, Social Stratification

Recognizing the special health needs of disadvantaged minority groups, in May 1969 the National Institute of Child Health and Human Development cosponsored a conference on these needs for North American Indian children. The monograph, based on this conference, summarizes previous knowledge, provides new information, and emphasizes the role of nutrition during growth and development. Articles are in 6 parts: (1) Perspectives in North American Indian Child Health and Development; (2) Diets, Growth and Nutritional Status of North American Indians; (3) Developmental Consequences of Malnutrition; (4) Field Studies of Malnutrition and Child Development; (5) Cultural Stability and Social Change in North American Indians; and (6) Nutrition Research and Community Service Among Native American Populations. Subject and author indexes close the document. (KM)

ED 080 249 RC 007 169

Benton, S. William, Comp. And Others

A Set of Picture Cards for Use in Teaching English Verbs to Eskimo and Indian Children in Alaska Bureau of Indian Affairs' Schools.

Bureau of Indian Affairs (Dept. of Interior), Bethel, Alaska. Bethel Agency Office.

Pub Date [69]

Note--67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--American Indians, Communication (Thought Transfer), English (Second Language), English Education, *Eskimos, *Language, Language Development, *Second Language Learning, *Teaching Techniques, Verbs, *Visual Learning
Identifiers--Alaska, BIA, *Bureau of Indian Affairs

Presented is a set of 23 picture cards to teach English verbs to Eskimo and American Indian children in Alaska's Bureau of Indian Affairs' schools. The cards attempt to help the teacher aid students in achieving oral mastery of the English verb system. The cards are for a learning situation where the teacher has decided to attack a specific problem (verbs), and has also decided to give the new methods of language teaching a sincere try. The cards use English as it is. Contractions are very acceptable. The model must be presented in oral form and in a completely natural tone of voice. Illustrations are familiar situations in which the student will find opportunity to apply his language skills when he leaves the classroom. (FF)

ED 080 250 RC 007 170

Voland, Maurice E.

Leadership Profile for Gaston County, [North Carolina]. Overview. Occasional Report 73-1.

North Carolina State Univ., Raleigh. Agricultural Experiment Station.

Spons Agency--Cooperative State Research Service (DOA), Washington, D.C.

Report No--CRD-Occ-73-1

Pub Date Jun 73

Note--25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Age, Communications, *Community Development, Educational Background, *Extension Agents, *Leadership Qualities, Leisure Time, Military Service, Occupations, Political Attitudes, *Rural Areas, *Social Environment
Identifiers--Gaston County, *North Carolina

The leadership profile for Gaston County, North Carolina, was developed in this report to assist Extension professionals to more effectively organize and utilize these key individuals in the implementation of Extension programs, to become more aware of whom to contact on specific issues, and to develop specific educational programs. Data were collected through questionnaires sent to leaders and decision-makers interviewed during the first phase of this study. The data were analyzed for age, length of residence in the county, educational attainment

occupation, social participation, communications, leisure time use, community orientation, military service, flexibility, and political orientation. A profile of the "typical" Gaston County leader was presented. It was noted that since this leader was probably in a managerial role, leadership is not as tied to family status as it would be in an agrarian society. A major conclusion was that in the future, the Extension staff will probably become more involved in the organization, development, and maintenance of various problem centered groups and less involved in direct service. (PS)

ED 080 251 24 RC 007 173

Conley, Howard K.

An Annotated Bibliography of Dissertations on American Indian, Mexican American, Migrant and Rural Education.

New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-6-2469

Pub Date Mar 73

Contract—OEC-1-6-062469-1574

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Anglo Americans, *Doctoral Theses, Education, History, *Mexican Americans, *Migrant Education, Minority Groups, Negroes, *Rural Education, Small Schools

An annotated bibliography covering American Indian, Mexican American, migrant, and rural education, this document includes doctoral dissertations written between 1964-72. There are 62 entries for American Indians, 26 for Mexican Americans, 7 for migrants, and 8 for rural and small schools. A subject index ends the document. (KM)

ED 080 252 RC 007 174

Steelman, Virginia Purle

Attitudes Toward Food as an Indicator of Core Values: A Study of Subcultural Differences in Louisiana Rural Communities.

Pub Date Aug 73

Note—32p.; Paper presented at the Rural Sociological Society Annual Meeting (College Park, Maryland, August 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age, Analysis of Covariance, *Attitudes, Catholics, Cultural Differences, *Food, Health, Income, *Personal Values, Protestants, *Rural Population, Social Status, *Subculture, Tables (Data)

Identifiers—*Louisiana

The study investigated the relationship of selected situational attitudes toward food to the subcultural variables of religious locality, race, and age of homemakers in 2 Louisiana communities. A systematic random sample of 362 homemakers from an Anglo-Saxon Protestant community and a French Catholic community was used. Communities were selected for being representative of a distinct subculture; a trade center for a surrounding farming area; and with a population between 4,000 and 8,000. Seventy-one statements related to attitudes about food, its selection, preparation, and service were developed to theoretically fall into the following indexes: propensity to change, convenience, frugality, concern for health, concern for social status, and sociability aspects. Religious locality, race, locality by race, age, age by race, education, and family income were used as independent variables. Some of the findings were: (1) homemakers in the Protestant community scored higher on the quality of product and concern for social status indexes; (2) women under 45 scored higher on the convenience index; and (3) increasing educational levels were positively associated with the concern for health, quality of product, and sociability indexes. (NQ)

ED 080 253 RC 007 175

Ornstein, Jacob

Some Findings of Sociolinguistic Research on Mexican-American College Age Bilinguals.

Pub Date 14 Apr 73

Note—28p.; Paper prepared for Society for Applied Anthropology, Tucson Conference (Tucson, Arizona, April 12-14, 1973)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Academic Achievement, Academic Performance, *Bilingualism, *College Students, *Language Research, *Mexican Americans, Socioeconomic Status, *Sociolinguistics, Tables (Data)

Identifiers—*University of Texas at El Paso

Investigated in this study were: (1) the sociolinguistic background of bilingual students at the University of Texas at El Paso (UTEP); (2) the socioeducational side of bilingualism; (3) the relationship between skill in English and academic performance among bilinguals; and (4) the language attitudes of these students. A stratified random sample of 301 full-time, undergraduate, unmarried Mexican Americans at UTEP during 1970-71 was used. The sample was subdivided into 16 homogeneous groups according to age, sex, year of school, and other factors within the Mexican American and the Anglo population. The Sociolinguistic Background Questionnaire and the College and University Environment Scales (CUES) were administered. The CUES consisted of the following: practicality, propriety, community, awareness, and scholarship. A sub-sample of 30 students was used to measure the linguistic portion of the study. Some of the findings were: (1) performance was in general lower in Spanish than in English; (2) as socioeconomic status increased, so did English skill; (3) attitudes toward the desirability of English were correlated with school performance; and (4) skill in written English was positively related to academic performance. Not available in hard copy due to marginal legibility of original document. (NQ)

ED 080 254 RC 007 177

Tarver, James D. Stokes, C. Shannon

Educational Trends of the Rural and Urban Population of Georgia.

Georgia Agricultural Experiment Stations, Athens.

Spons Agency—Cooperative State Research Service (DOA), Washington, D.C.

Report No—AES-RR-130

Pub Date May 72

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Dropouts, *Educational Trends, Racial Differences, Rural Farm Residents, *Rural Urban Differences, *Socioeconomic Influences, Statistical Data, *Student Enrollment

Identifiers—*Georgia

Major trends in the educational status of Georgia's population were studied. These included recent changes in school enrollment of farm and nonfarm youths, and in adult educational attainment. Trends in school enrollment were studied for statewide, county, and regional differentials; and high school dropouts. Trends in educational attainment were also studied for these differentials. Major conclusions were that there have been marked increases in school retention of youths of high school and college ages, that there have been rapid strides in increased school attendance of farm youths, and that there has been an increase in the educational level of the adult population. The report contained 22 tables. (PS)

ED 080 255 RC 007 178

Armendariz, Juan

Social Work Education for Economically Disadvantaged Groups in Texas. Final Report, July 1, 1970 - August 31, 1973.

Consortium of Texas Schools of Social Work, Austin; Texas Univ., Austin. Graduate School of Social Work.

Spons Agency—National Inst. of Mental Health, Rockville, Md.

Pub Date 31 Aug 73

Note—149p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—American Indians, Curriculum Development, Economically Disadvantaged, *Graduate Study, Higher Education, Low Income Groups, *Mexican Americans, Negro Students, *Program Evaluation, Recruitment, *Social Work, Tables (Data), *Teaching Programs, Universities

Identifiers—*Texas

The evaluation report of Texas graduate schools of social work has 6 criteria: (1) an increase in the percentage of Blacks and Mexican Americans in schools; (2) a full utilization of the scholarships under these programs; (3) development of a statewide recruitment system; (4) rele-

vant curriculum changes; (5) retention of graduates from the programs, as social workers in Texas and the Southwest; and (6) student follow-up after graduation. Minorities in the program ranged from 55 (1968-69)-110 (1972-73) students. Each criteria is evaluated and summarized. For the recruitment and retention of minority students, conclusions include that: (1) the enrollment of minority group students increased and all stipends were awarded; and (2) there was a low attrition rate among students recruited into the programs. Report contents are: (1) introduction; (2) summary and conclusions; (3) analysis and evaluation; (4) evaluation component; and (5) final comments and recommendations. The appendixes, which comprise the majority of the document, give background information for report findings. (FF)

ED 080 256 RC 007 179

Indian and Northern Affairs. Annual Report, 1971-1972.

Department of Indian Affairs and Northern Development, Ottawa (Ontario).

Pub Date 72

Note—96p.

Available from—Information Canada, 171 Slater Street, Ottawa, Ontario K1A 0S9 (Catalogue No. R1-1972; IAND Publication No. QS-1215-000-BB-A-1)

Document Not Available from EDRS.

Descriptors—*American Indians, *Annual Reports, Community Development, *Developmental Programs, Economics, Education, *Eskimos, *Financial Support

Identifiers—*Canada

The Canadian Ministry of Indian Affairs and Northern Development issued its 1971-72 annual report on Indian and northern affairs in the areas of education, economics, conservation, and community development. The report covers the ministry's organization, regional offices, the Conservation Program, the Indian-Eskimo Program, the Northern Development Program, and departmental administration. The expenditures and revenue for 1971-72 are given. A comparative summary of expenditures and revenue for the fiscal years ending 31 March 1971 and 1972 is also given. (NQ)

ED 080 257 RC 007 180

Piche, Victor George, M. V.

Estimates of Vital Rates for the Canadian Indian, 1960-1970. Statistics Canada.

Pub Date Jan 73

Note—34p.; Revised and updated version of a paper originally presented at the PAA meetings in Toronto, April, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Census Figures, *Demography, *Infant Mortality, *Population Trends, *Statistical Data, Tables (Data)

Identifiers—*Canada

Vital rate estimates for Canadian Registered Indians were presented in this paper. The population under age one in a particular year becomes the population one year old the following year. When this information was examined for 10 years, it was found that there was an increase in survivors from year to year, and that there were inconsistencies ascribed to the late registration of Indian births. It was further found that in 1970, the Indian population was increasing at a rate of approximately 3%. Suggestions for further research included using data on age patterns of fertility, age at marriage, illegitimacy rates, birth intervals, and family planning. (PS)

ED 080 258 RC 007 181

Registered Indian Membership by Band and Residence Distributed by Agency or District within Regions. Canada, December 31, 1972.

Department of Indian Affairs and Northern Development, Ottawa (Ontario).

Pub Date 18 Apr 73

Note—23p.; In English and French

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Census Figures, *Nonreservation American Indians, Population Distribution, *Reservations (Indian), Statistical Data, *Tables (Data), *Tribes

Identifiers—*Canadian Indians

The 1972 book contains statistical information on the Canadian Indian population. Census reports of the various tribal bands are listed according to agency or district, as off or on reserves. The census reports are presented by Canada's 7

major regions: Quebec, Ontario, Manitoba, Saskatchewan, Alberta, British Columbia, and Yukon. (FF)

ED 080 259 RC 007 182

The Canadian Indian Statistics.

Department of Indian Affairs and Northern Development, Ottawa (Ontario).

Pub Date 73

Note—55p.; In English and French

Available from—Information Canada, 171 Slater Street, Ottawa, Ontario K1A 0S9 (Catalogue No. R32-3372; IAND Publications No. QS-1203-000-BB-A1)

Document Not Available from EDRS.

Descriptors—*American Indians, *Census Figures, Community, Demography, Economic Development, Education, *Eskimos, Land Settlement, Nonreservation American Indians, Population Trends, Programs, Reservations (Indian), Social Services, *Statistical Data, *Tables (Data), Tribes

Identifiers—*Canadian Indians

The book contains 1970 statistical data on Canada's Indian population and information on various programs. Results of the implementation of certain programs are illustrated by statistical tables and, where available, the effective date of the information is provided. Content is covered for: (1) Indian Eskimo Affairs program expenditures; (2) registered Indian population; (3) community affairs and management; (4) community improvement; (5) social services; (6) economic development-development services; (7) lands; and (8) education. (FF)

ED 080 260 RC 007 191

Fuguitt, Glenn V. Zuiches, James J.

Residential Preferences and Population Distribution: Results of a National Survey.

Sporns Agency—Economic Research Service (DOA), Washington, D.C.; Michigan State Univ., East Lansing; Wisconsin Univ., Madison.

Pub Date 24 Aug 73

Note—40p.; Paper presented at the Annual Meeting of the Rural Sociological Society (College Park, Maryland, August 24, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adults, Census Figures, Demography, Employment Patterns, Geographic Distribution, *Population Trends, *Relocation, Residence Requirements, *Rural Population, *Rural Urban Differences, Tables (Data), *Urban Population

The investigation of residential preference patterns and the implications of these for population distribution among different sizes of communities and between metropolitan and nonmetropolitan settings drew on a sample of the United States noninstitutional adult population, using quotas based on age, sex, and employment. By distinguishing between locations near to and away from large cities, preferences can be compared for proximity to other cities, as well as for size of place preferred. The primary sampling units were Standard Metropolitan Statistical Areas and non-metropolitan counties stratified by region, age, and race. The respondents' actual residence was compared with their preferred ones. Almost one-half reported living in cities of over 50,000; one-third within 30 miles of such a city; and 20% in more distant locations. If everyone lived where they preferred, however, only one-quarter would live in large cities, and over one-half would be in easy commuting distance of such places. The proportion of those living in more distant areas would remain the same. Characteristics of respondents, their origins, and reasons for preferences were also given. (KM)

ED 080 261 RC 007 192

Martinez, Frank And Others

Bilingual/Bicultural Education Models. Final Report.

Northwest Regional Educational Lab., Portland, Oreg.; Valley Migrant League, Salem, Oreg.

Sporns Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—OEO-007020; OEO-LN-1379

Pub Date 7 Feb 73

Note—176p.; Written in both English and Spanish

Available from—National Technical Information Service, Springfield, Va. 22151 (PB-220 771, MF \$1.45, HC \$3.00)

Document Not Available from EDRS.

Descriptors—Attitudes, Behavior Change, *Biculturalism, *Bilingual Education, Child Development, Culture Conflict, *Curriculum, English (Second Language), *Mexican Americans, Migrants, *Models, Socioeconomic Status, Sociolinguistics

Written in English and Spanish, this report presents program models for bilingual and bicultural education. It includes migrant community discussions of problems and opportunities for these; general goals and anticipated outcomes; language policy; and curriculum models in Idaho, Oregon, and Washington. Given are summary statements, prepared by 5 theory and research consultants, pertaining to: theory and research base for bilingual, bicultural education models; sociolinguistics; child development and language learning; behavior modifications; community development; and a humanist perspective. Group discussions topics are: (1) Conflicts and Problems: The Chicano Experience; (2) Discrepancy Between Theory and Practice; (3) Definition of the Need for Bilingual/Bicultural Education in the Northwest; (4) Administration and Classroom Teaching; and (5) The Main Issue: The Principle of Community Control Versus the Principle of Experimental Controlled Variation. Given in the appendix are the roster of input for Idaho, Oregon, and Washington; conference and project goals; sociolinguistic theory and a bilingual/bicultural model; behavior modification and humanist perspectives and bilingual/bicultural education models; early decisions in planning program evaluation studies; and 3 models for variation experiments in bilingual/bicultural education. (NQ)

ED 080 262 RC 007 193

MacDonald, Allan F. O'Connell, Harold J.

Selected Annotated Bibliography of Recent Research on Rural Life on Prince Edward Island. Community Studies, Report No. 1.

Prince Edward Island Univ., Charlottetown. Dept. of Sociology and Anthropology.

Pub Date 72

Note—75p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agriculture, *Annotated Bibliographies, Business, Community Development, *Economic Factors, *Education, Health, *Rural Areas, Tourism, Welfare

A review of research literature was the first step in a program of rural development and planning on Prince Edward Island. This bibliography containing 80 annotations of extended research reports from 1960-71 is the result of that search. The bibliography is divided into 4 main subject areas within which the annotations appear in alphabetical order. The subject areas are the Agricultural, Fisheries, and Tourism section on the natural resources of the Island; the Education, Health, and Welfare section depicting the social sector; the Business, Economics, and Financial section dealing with province economy, and a section on Development and Planning. Also included are brief background statements on the 4 major research enterprises carried out on Prince Edward Island since 1965. (PS)

ED 080 263 RC 007 194

We, The First Americans.

Bureau of the Census (DOC), Suitland, Md.

Pub Date Jun 73

Note—20p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.45, Domestic Postpaid, \$0.35 GPO Bookstore, Stock No. 0324-00043)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, Culture, *Demography, Education, Employment, History, Housing, *Improvement, Income, Nonreservation American Indians, Population Growth, Reservations (Indian), Residential Patterns, *Socioeconomic Status, *Statistical Data, Tribes, Values

A pictorial and statistical booklet on American Indians, this document briefly details the origins of the first Americans. It then gives current and comparative data for Indian population growth, residence areas, income, employment, education, and housing standards. The 10 largest tribes are listed, and a "new era" for American Indians is explained. (KM)

ED 080 264 RC 007 195

Weitzman, Rose

Arts and Crafts for Outdoors.

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Art Activities, Concept Formation, *Creative Art, Handicapped Children, *Handicrafts, Learning Experience, *Outdoor Education, Perception, Student Experience, *Teacher Role

A teacher's role is to make the child totally aware of his world. Creative arts and crafts should lead the normal or handicapped child to increased awareness of and sensitivity to the world around him. Such basic concepts as shape, color, texture, symmetry, designs and patterns, movements, and distance perception can be developed through arts and crafts. By giving the child art experiences in the out-of-doors, these concepts can be taught by infinite methods. These experiences should also develop awareness, challenge, stimulation, individual expression, enjoyment, and appreciation. An out-of-doors program can be modified to fit any setting. Suggested arts and crafts are listed in this paper to guide the teacher in developing programs suitable for the local environment. (NQ)

ED 080 265 RC 007 196

Hartman, Bertha

Relating Outdoor Education Concepts to Teachers of Emotionally Handicapped Children and Youth - Long Island Area - March 10, 1973.

Pub Date 10 Mar 73

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activities, *Emotionally Disturbed Children, *Language Arts, Language Development, Learning Activities, *Multisensory Learning, Oral Expression, *Outdoor Education

The inability of the emotionally handicapped youngster to respond appropriately to sense stimuli is shown by cluttered, inaccurate, or aggravated reactions. For him, school is full of frustrations and failures. He must be provided with relevant motivational and pleasurable learning activities to interest him long enough for teaching to take place. Activities should emphasize extending the quality of observation and the increased development of sensory awareness through directed use of the 5 senses. The out-of-doors can be used as a laboratory for increasing sensory sensitivity while the classroom can be a place for orientation, teaching, and evaluation. Some language arts activities for the out-of-doors and the classroom are listed in this paper. Activities overlap from one area to another. (NQ)

ED 080 266 RC 007 199

Snell, Blanche E.

Guide to Pre-Planning. A Guide to be Used in Preparation of Classes Attending Albion Hills Conservation Field Centre or Claremont Conservation Field Centre. Revised Edition.

Metropolitan Toronto and Region Conservation Authority, Downsview (Ontario).

Pub Date 71

Note—42p.; Original prepared in 1963; revised and reprinted 1966, 1969, and 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Education, Attitudes, Classroom Participation, *Conservation Education, *Group Living, *Guidelines, Natural Resources, *Outdoor Education, Skills, *Social Behavior, Student Interests

The purpose of this pre-planning guide is to assist those in charge of classes in residence that attend the Conservation Field Center during the school week. The guide provides necessary details on clothing, spending money, health and safety, the role of the parent, duties and housekeeping rules, daily time schedules and programs. It is noted that the success of the stay at the Center will depend on how well the teacher involves his class in pre-planning, post-studies, and evaluation. Sample forms, maps, and floor plans of the facilities are provided. (PS)

ED 080 267 RC 007 200

Hathorn, John R.

Annual Report of New York State Interdepartmental Committee on Indian Affairs, 1971-1972.

New York State Interdepartmental Committee on Indian Affairs, Albany.

Pub Date 72

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Organization, *American Indians, *Annual Reports, *Depart-

ments, Education, Federal State Relationship, Health, Reservations (Indian), Social Services, *State Aid, *State Programs, Transportation, Tribes

Identifiers—*New York State

The New York State Interdepartmental Committee on American Indian Affairs renders, through the several state departments, various services to Indians located in the state. The Committee's 1971-72 Annual Report describes these services for the state's 8 Indian Reservations—Allegany, Cattaraugus, Onondaga, Poospatuck, St. Regis, Shinnecock, Tonawanda, and Tuscarora. The services rendered are covered under these state departments: (1) commerce; (2) education; (3) health; (4) social services; and (5) transportation. Also included in this report are (1) committee members; (2) purpose of committee; (3) chairman's report; and (4) Indian reservation leaders and officials. Related document is ED 066280. (FF)

ED 080 268 RC 007 201

Serving Migrant Families.

North Carolina State Advisory Committee on Services to Migrants, Raleigh.

Pub Date 73

Note—42p.; Related document (1971) is ED056803

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agency Role, Community Action, Economic Opportunities, Family Programs, Health, Manpower Development, *Migrant Education, *Migrant Workers, Rural Areas, *Social Services, *State Programs, Vocational Rehabilitation

Identifiers—*North Carolina

The third edition of the annual report by the North Carolina State Advisory Committee on Services to Migrants has the same purpose as previous reports—to improve state services to migrant families. Grouping responsible governmental and non-governmental programs by agency, the descriptions include eligibility requirements and names of contact persons. Services cover education, community action, human resources, employment, and health. Members of the Advisory Committee and local chairman are included. The index of available services, which ends the document, also explains program limitations. (KM)

ED 080 269 RC 007 202

Greymountain, Gus And Others
Urban Indian Project.

National Indian Training and Research Center, Tempe, Ariz.

Pub Date [72]

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Acculturation, Alcoholism, American Indians, *City Problems, Education, Health, Housing, *Needs, *Nonreservation American Indians, *Urban Immigration, *Urban Studies

Identifiers—*Arizona, *Phoenix Indian Center

The second of a 2 phase study, this project provided information for the non-Indian population about problems and needs of urban American Indians. Phase I (1971) discussed urban Indian experiences and trends; compared differences and highlighted issues of Indian urbanization. Phase II focused entirely on the urban Indian community. The thrust was aimed at determining the major topics and themes of importance in urban Indian life. Data was gathered primarily by interviewing. Over the 3 months of Phase II, 40 people were interviewed, including numerous organizations, agencies, and departments within the city and state government. Findings indicated that the state employment office does not have anyone to work directly with Indians. Statistics on Indians living in Metropolitan Phoenix were few. Some 7,000 Indians were arrested annually for charges such as drunk and disorderly, driving while intoxicated, and drinking under age. Other findings covered education, health, housing, and welfare. Six major recommendations were made, such as developing further social service programs in relationship with the existing Indian Center. (FF)

ED 080 270 RC 007 203

Ortiz, Ana Maria, Comp.

Bibliography on Hispano America History and Culture.

Illinois State Commission on Human Relations, Springfield. Dept. of Education Services.

Pub Date Jun 72

Note—35p.

Available from—Education Services Department, Illinois Commission on Human Relations, 106 N. La Salle Street, Room 1735, Chicago, Ill. 60601 (No price given)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bibliographies, Childrens Books, *Cultural Background, Latin American Culture, *Mexican American History, *Puerto Ricans, Resources, *Spanish American Literature

The Education Services Department of the Illinois Commission on Human Relations developed this bibliography on Hispano American history and culture. There are 145 entries written between 1945-69 designed for children and students, teachers, librarians, parents, and people interested in learning about Hispano Americans. Included are: (1) an introduction in English and Spanish; (2) 41 entries about general history and culture; (3) 50 entries on the Puerto Rican experience; (4) 21 selected reading materials on the Chicano-Mexican American experience; and (5) 23 resource and story books for children. An addendum lists some recommendations for book purchasing. (KM)

ED 080 271 RC 007 204

Tahushasha, Wenonah Tausauga, Comp.

Bibliography on the Native American Experience.

Illinois State Commission on Human Relations, Springfield. Dept. of Education Services.

Pub Date May 73

Note—28p.

Available from—Education Services Department, Illinois Commission on Human Relations, 106 N. La Salle Street, Room 1735, Chicago, Ill. 60601 (No price given)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activism, American Indian Culture, *American Indians, Autobiographies, *Bibliographies, Biographies, Books, Childrens Books, *Cultural Background, Drama, Films, *History, *Literature, Poetry, Political Attitudes, Publications, Tribes

Developed for the Education Services Department of the Illinois Commission on Human Relations, this bibliography contains approximately 120 entries written between 1942-72 by Native American authors. The areas of the "Native American Experience" covered in this bibliography are: a background of Native American literature and authors; reading materials for elementary school children, teachers, and parents; general history; specific Native American nations; biographies and autobiographies; contemporary Native American and Red Power movements; drama, fiction, photography, and poetry; Native American culture; Native American periodicals and publications; films and resource companies; and other published bibliographies. (KM)

ED 080 272 56 RC 007 205

Pryor, Guy C.

Educational Accomplishment Audit of the Bilingual Education Program. Harlandale Independent School District, San Marcos Independent School District, Southwest Texas State University, 1969-1970.

Harlandale Independent School District, San Antonio, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.

Report No.—DPSC-97-0014

Pub Date 21 Jun 70

Grant—OEG-0-9-530014-3480(280)

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingual Education, *Comparative Analysis, Educational Improvement, *Evaluation Criteria, Program Effectiveness, *Program Evaluation, Quality Control, *Spanish Speaking Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, *Texas

The purpose of the audit report on the Bilingual Education Program (1969-70) of the Harlandale and San Marcos Independent School Districts is to give a critique on the quality of the project evaluation, to discuss the comparative findings of the project evaluation and the audit, and to confirm or question the need for program modifications proposed in the evaluation. The audit report is divided into 5 sections: (1) introductory and general comments on the quality of the project evaluation and the comparative findings of the project evaluation and the audit; (2) detailed critique of the product, process, and

management evaluation for each component, based on an assessment of the instruments used, data collection procedures, data analysis techniques, and data analysis presentation; (3) description of the auditor's on-site visit findings and correlation with the evaluator's data and reports on a component by component basis, summary of consistencies and discrepancies; (4) recommendations for evaluation design revisions with a rationale for each recommendation; and (5) confirmation or questioning of the need for program modifications proposed in the project evaluation. (Author/NQ)

ED 080 273 56 RC 007 206

Pryor, Guy C.

Educational Accomplishment Audit of the Bilingual Education Program. Harlandale Independent School District, San Marcos Independent School District, Southwest Texas State University, 1970-71.

Harlandale Independent School District, San Antonio, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.

Report No.—DPSC-97-0014

Pub Date 29 Jul 71

Note—16p.; Related document is ED055686

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingual Education, *Comparative Analysis, Educational Improvement, *Evaluation Criteria, Program Effectiveness, *Program Evaluation, Quality Control, *Spanish Speaking Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, *Texas

The audit report (1970-71) on the Bilingual Education Program of the Harlandale and San Marcos Independent School Districts gives a critique on the quality of the project evaluation, discusses the comparative findings of the project evaluation and the audit, and confirms or questions the need for program modifications proposed in the evaluation. The audit report is divided into 5 sections: (1) introductory and general comments on the quality of the project evaluation and the comparative findings of the project evaluation and the audit; (2) detailed critique of the product, process, and management evaluation for each component, based on an assessment of the instruments used, data collection procedures, data analysis techniques, and data analysis presentation; (3) description of the auditor's on-site findings and their correlation with the evaluator's data and reports on a component by component basis, summary of consistencies and discrepancies, and interpretation of discrepancies; (4) recommendations for evaluation design revisions with a rationale for each recommendation; and (5) confirmation or questioning of the need for program modifications proposed in the project evaluation. (Author/NQ)

ED 080 274 56 RC 007 207

Pryor, Guy C.

Final Educational Accomplishment Audit of the Bilingual Education Program. Harlandale Independent School District, San Marcos Independent School District, Southwest Texas State University, 1971-72.

Harlandale Independent School District, San Antonio, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.

Report No.—DPSC-97-0014

Pub Date 29 Jul 72

Note—19p.; Related document is ED071795

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bilingual Education, *Comparative Analysis, Educational Improvement, *Evaluation Criteria, Program Effectiveness, *Program Evaluation, Quality Control, *Spanish Speaking Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII, *Texas

The final audit report (1971-72) on the Bilingual Education Program of the Harlandale and San Marcos Independent School Districts gives a critique on the quality of the project evaluation, discusses the comparative findings of the project evaluation and the audit, and confirms or questions the need for program modifications proposed in the evaluation. The audit report is divided into 5 sections: (1) introductory and general comments on the quality of the project evaluation and the comparative findings of the project evaluation and the audit; (2) detailed critique of the product, process, and management evaluation for each component, based on an as-

assessment of the instruments used, data collection procedures, data analysis techniques, and data analysis presentation; (3) description of the auditor's on-site findings and their correlation with the evaluator's data and reports on a component by component basis, summary of consistencies and discrepancies, and interpretation of discrepancies; (4) recommendations for evaluation design revisions with a rationale for each recommendation; and (5) confirmation or questioning of the need for program modifications proposed in the project evaluation. (Author/NQ)

ED 080 275 RC 007 208
Kayser, Brian D.

Educational Aspirations: Markov and Poisson Models. Rural Industrial Development Project Working Paper Number 14, August 1971.
Wisconsin Univ., Madison. Center of Applied Sociology.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Report No.—NIMH-RG-1-R11-MH-19689

Pub Date Aug 71

Note—121p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Attitudes, *High School Students, Industrialization, Mobility, *Models, *Rural Areas, Sociocultural Patterns, *Statistical Studies, Tables (Data)

Identifiers—*Illinois

The fit of educational aspirations of Illinois rural high school youths to 3 related one-parameter mathematical models was investigated. The models used were the continuous-time Markov chain model, the discrete-time Markov chain, and the Poisson distribution. The sample of 635 students responded to questionnaires from 1966 to 1969 as part of an ongoing research on rural industrialization in northern Illinois. The students were drawn from both the experimental and the control area of the study and were grouped as cohorts based on the year of graduation. Educational aspirations over time were treated as separate variables and were cross-tabulated. After the parameter values for each model were computed, data were tested for fit to the model. It was found that the data fit the discrete-time Markov model. The general pattern analysis carried out prior to the model test appeared to coincide with the actual data analysis. (PS)

ED 080 276 RC 007 210
Dumbleton, Duane D. Rice, Marion J.

Education for American Indians. (Set).
Georgia Univ., Athens. Anthropology Curriculum Project.

Pub Date Feb 72

Note—266p.; For related documents, see RC007211-215

Available from—Anthropology Curriculum Project, University of Georgia, 107 Dudley Hall, Athens, Georgia 30601 (\$5.00)

Document Not Available from EDRS.

Descriptors—*American Indians, Autoinstructional Aids, *Curriculum Guides, *Instructional Aids, *Program Guides, Secondary Grades, *Social Studies Units

The "Education for American Indians" series consists of: (1) An Expository Essay; (2) A Book of Readings; (3) A Student Workbook; (4) Teacher's Edition of Student Workbook; and (5) Summary Report. This publication is a unit for secondary level students on the effects of guided inquiry and expository materials on cognitive learning, retention, and transfer in a social studies unit. It also demonstrates how secondary social studies may be selected and written to teach new knowledge and ideas, and used to try different ways of teaching and learning. (FF)

ED 080 277 RC 007 211
Dumbleton, Duane D. Rice, Marion J.

Education for American Indians. An Expository Essay.

Georgia Univ., Athens. Anthropology Curriculum Project.

Report No.—Pub-73-1

Pub Date 73

Note—55p.; First in a set of four curriculum materials

Available from—Not Available Separately; See RC007210

Document Not Available from EDRS.

Descriptors—*American Indians, Boarding Schools, Cultural Education, Curriculum, Educational Philosophy, *Essays, Federal Pro-

grams, Government Role, *History, *Individualized Instruction, Parent School Relationship, Reservations (Indian), Secondary School Students, *Social Studies, Treaties

Identifiers—BIA, *Bureau of Indian Affairs
The Expository Essay is a survey of the history, problems, and prospects of American Indian education in the United States. The document is concerned with a major topic of interest to the University of Georgia's Anthropology Curriculum Project—the role of education in the process of acculturation both in U.S. policy and in attitudes of Indians themselves. This information is also presented as "A Book of Readings (RC007212). The accompanying workbook (RC007213) asks the same questions and emphasizes the same issues. Content covers: (1) historical background; (2) contemporary period: 1953-73; (3) cultural context of Indian education; (4) Indian schools, parents, and teachers; (5) Indian students; (6) curriculum; (7) recommendations for improvement; and (8) appendix-glossary. (FF)

ED 080 278 RC 007 212
Dumbleton, Duane D. Rice, Marion J.

Education for American Indians: A Book of Readings.

Georgia Univ., Athens. Anthropology Curriculum Project.

Report No.—Pub-73-2

Pub Date Feb 73

Note—112p.; Second of a set of four curriculum materials

Available from—Not Available Separately; See RC007210

Document Not Available from EDRS.

Descriptors—*American Indians, Boarding Schools, *Content Reading, Cultural Education, *Curriculum, Federal Programs, Government Role, History, Individualized Curriculum, *Individualized Instruction, Instructional Materials, Parent School Relationship, Reservations (Indian), *Social Studies, Treaties

The book of readings is a survey of the history, problems, and prospects of American Indian education in the United States. Concerned with the role of Indian education in the process of acculturation, this document presents, as a book of readings, the same information contained in the preceding expository essay (RC007211). The workbook (RC007213) also pertains to this document. Content is divided into: (1) historical background; (2) contemporary period: 1953-73; (3) cultural context of Indian education; (4) Indian schools, parents, and teachers; (5) Indian students; (6) curriculum; (7) recommendations for improvement; and (8) appendix-glossary. (FF)

ED 080 279 RC 007 213
Dumbleton, Duane D. Rice, Marion J.

Student Workbook for use with Education for American Indians.

Georgia Univ., Athens. Anthropology Curriculum Project.

Report No.—Pub-73-3

Pub Date Feb 73

Note—70p.; Third in a set of four curriculum materials

Available from—Not Available Separately; See RC007210

Document Not Available from EDRS.

Descriptors—*American Indians, *Autoinstructional Aids, Course Content, Curriculum Guides, Independent Study, *Inquiry Training, Instructional Materials, Secondary School Students, *Social Studies, *Worksheets

The Student Workbook is a self-instructional unit on American Indian education. The self-instructional material consists of a book of readings (RC007212) or a narrative essay (RC007211) and this workbook which questions secondary social studies students on the essay and readings. The document is divided into: course objectives; activity log sheet; major unit questions; key words and terms; and questions for the introduction. The next chapters, which are divided into key words, review terms, questions, thought questions, and major unit questions, follow 7 chapters in the essay and readings. (FF)

ED 080 280 RC 007 214
Dumbleton, Duane D. Rice, Marion J.

Teacher's Edition of Student Workbook for use with Education for American Indians.

Georgia Univ., Athens. Anthropology Curriculum Project.

Report No.—Pub-73-4

Pub Date Feb 73

Note—22p.; Fourth in a set of four curriculum materials

Available from—Not Available Separately; See RC007210

Document Not Available from EDRS.

Descriptors—*American Indians, *Answer Keys, Curriculum, Evaluation, *Individualized Instruction, Instructional Materials, *Social Studies, *Teaching Guides, Worksheets

The document contains the answers for questions in the student workbook (RC007213) on American Indian education. The answers cover a generalized, rather than exact, area and do not cover words and terms, which are found in the glossary. The secondary social study student should be given this book at designated times, such as at the end of each chapter, to check with his or her own answers. A tentative time schedule is given for Day 1: activity 1-4 to Day 15: activity 47. Five major unit questions and possible responses are given after answers for the 7 chapters in the readings (RC007212) and essay (RC007211). (FF)

ED 080 281 RC 007 215
Dumbleton, Duane D.

Education for the American Indians. Summary Report.

Georgia Univ., Athens. Anthropology Curriculum Project.

Report No.—Pub-73-5

Pub Date 15 Aug 73

Note—7p.; For related documents, see RC007210-214

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *American Indians, *Cultural Education, Curriculum, Education, Independent Study, *Individualized Instruction, *Secondary School Students, *Social Studies

Identifiers—Georgia

The summary report compared the effectiveness of self-instructional guided inquiry materials with self-instructional expository materials on student's performance as measured by tests of cognitive learning, retention, immediate and delayed transfer. The study was conducted in 4 high schools in Georgia. Treatment preparation for the experiment consisted of the development of 2 versions of a unit entitled "Education for American Indians"—a book of readings and an expository essay. The upper secondary students who served as subjects were randomly assigned to 1 of the treatment materials within each class in each school. All were given the word meaning section of the Iowa Silent Reading Test to determine relative reading ability level. The study lasted from 10-17 days in each school. There were originally 169 students in the study but 61 dropped. The type of statistical analysis used was a completely randomized multivariate analysis of variance. All materials and tests were pilot tested at Greene County High School in Greensboro, Georgia. The main finding did not indicate a statistically significant superiority for either treatment across ability groups. Upper ability students performed better using self-instructional expository materials than any other combination of treatment and ability groups. Future research suggestions included using a larger, more representative sample. (FF)

ED 080 282 56 RC 007 216
Proceedings: National Conference on Bilingual Education (Austin, Texas, April 14-15, 1972).

Education Service Center Region 13, Austin, Tex.; Texas Education Agency, Austin.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education.

Pub Date 15 Apr 72

Note—352p.

Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tractor Lane, Austin, Texas 78721 (\$3.75)

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Art, *Bilingual Education, *Conference Reports, *Curriculum Development, English (Second Language), History, *Language Development, Literature, *Mexican Americans, Migration, Motivation, Reading, Spanish Speaking

Goals of the National Conference on Bilingual Education, held on April 14-15, 1972 in Austin, Texas, were to emphasize bilingual education interaction at the national level using outstanding consultants from throughout the United States and to exchange ideas among educators in exist-

ing programs. The conference was also organized to give bilingual educators greater national recognition as a priority for the education of children whose home language is not English. Participants included teachers, administrators, community representatives, school board members, and other local, state and national officials. Sessions covered such areas as skills teaching methodology, cultural implications, psychological aspects of the teaching-learning process, reading instruction, curriculum development, literature, and tests and measurements. General sessions were scheduled for sharing ideas and concerns. In this document, the conference proceedings followed the agenda. The session, "Pensamientos Sobre La Literatura Chicana", was the only one in Spanish. The appendix listed program participants and their titles. (NQ)

ED 080 283 56 RC 007 217
Sigilano, Ed. And Others

Learning Achievement Packages in Social Studies - History: America a Unique Country; The Constitution; Westward Expansion of the United States; The American Indian. Calexico Intercultural Design.

Education Service Center Region 13, Austin, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education. Pub Date Jan 73

Note—206p.
EDRS Price MF-\$0.65 HC-\$9.87
Descriptors—*American Indians, Constitutional History, Curriculum Guides, *Language Handicapped, Resource Units, *Social Studies Units, Teaching Guides, *United States History, *Unit Plan

In this publication are 4 social studies curriculum units aimed towards meeting the learning problems of students with special language handicaps in grades 7 through 11. Topics are: (1) America—A Unique Country; (2) The Constitution; (3) Westward Expansion of the United States; and (4) The American Indian. The Constitution and American Indian units are given in both English and Spanish. Each unit includes an introduction, teacher information, student activities, exercises, worksheets, and tests. The concepts and materials can be adapted innovatively to meet the particular needs of many communities and regions. The Calexico Intercultural Design developed these units, which were classroom tested during 1970-72 in the Calexico Unified School District. Numerous educators and their assistants, special consultants, and administrators contributed to their development. A short list of supplementary materials is also given. (NQ)

ED 080 284 56 RC 007 221
Guide to Title VII ESEA Bilingual Bicultural Projects in the United States.

Education Service Center Region 13, Austin, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Bilingual Education. Pub Date 73

Note—112p.
Available from—Dissemination Center for Bilingual Bicultural Education, 6504 Tracor Lane, Austin, Texas 78721 (\$1.75)

EDRS Price MF-\$0.65 HC-\$6.58
Descriptors—*Abstracts, American Indians, *Biculturalism, *Bilingual Education, French, *Languages, *Program Descriptions, Spanish Speaking

Identifiers—*Elementary Secondary Education Act Title VII, ESEA Title VII
Descriptive abstracts of all Elementary and Secondary Act Title VII projects funded through Fiscal Year 1972-73 are presented in this guide. The abstracts contain the project name, fiscal agent, director, location, languages other than English, grade levels, number of classes, student enrollment, staff, participating schools or districts, funding year, project emphases, and a summary of individual project designs. Abstracts are arranged alphabetically by state, city, and project. Information is based on questionnaires mailed to each project in November, 1972 and on initial and continuation grant applications submitted to the U.S. Office of Education during April, 1972. (PS)

ED 080 285 32 RC 007 224

Winchell, Leonard
Washington State Migrant Programs. Annual Report and Evaluation, 1971-1972.

Washington Office of the State Superintendent of Public Instruction, Olympia.

Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Compensatory Education.

Pub Date 72
Note—28p.; For related document, see ED067200

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Data Collection, Educational Finance, *Evaluation, Facilities, *Federal Programs, *Health Needs, *Language Skills, *Migrant Child Education, Needs, Personnel Identifiers—*Washington State

The report of the Washington State migrant program's sixth year gave evidence of progress in providing educational and health services to migrant children. During Fiscal Year 1972, the program served more than 8,700 migrants in 197 schools in 43 districts. Funded by Title I, Elementary and Secondary Education Act (ESEA), program objectives were to develop English language skills and to meet necessary physical and mental health needs. The Migrant Transfer System, also under the program, provided schools with pertinent data that allowed students to be placed in appropriate educational programs. Recommendations pertained generally to program management, such as placing the burden for summarizing data achievement at the project rather than individual level. Program finances, personnel, procedures, and facilities were also described. (KM)

SE

ED 080 286 SE 014 132

Torop, William
Pupil Achievement in Science A Process Approach - Part E.

Pub Date Apr 71
Note—8p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (44th, Chicago, Illinois, April 1971)

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—*Academic Achievement, Educational Research, *Elementary School Science, Evaluation, *Instruction, *Science Course Improvement Project, Science Education Identifiers—Research Reports, Science A Process Approach

Reported is an evaluation study of elementary school children's achievement of Science A Process Approach (SAPA) in grade four. A group test consisting of several tasks, providing immediate feedback on overall class performance was undertaken. The tasks focused on behaviors and provided for assessment of transfer of learning and ability to generalize. Pupils from 21 fourth grade classrooms and 11 different teachers participated. SAPA was originally designed so that 90 percent of the pupils should achieve 90 percent of the stated objectives. There had been no extensive published evaluation of the final version of Part E, but it was reported that it was less successful than Parts A through D. The average percentage for this group of students was 82, indicating that the objectives of the program were being achieved. (EB)

ED 080 287 SE 014 159
Voelker, Alan M.
Environmental Education in the Elementary School: Needs and Specifications. Working Paper No. 40.

Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.

Spons Agency—Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.

Bureau No.—BR-5-0216
Pub Date Jul 70
Contract—OEC-5-10-154

Note—37p.; Experimental Materials
EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activities, *Elementary School Science, *Environmental Education, *Material Development, Program Planning, Projects, *Reports, *Research Needs

A description of needs and specifications for research and development activities in elementary school science are presented in this paper. Serving as a report from the Project on Prototypic Instructional Systems in Elementary Science, it considers the current and future needs of the child and the society of which he is a member. An overview of deficiencies in current practice is given, followed by a plan for development and related-research activities which will provide an environmental education for elementary school children. Several alternatives for developing materials in this area of environmental education are described and the strengths and weaknesses of each are indicated. A developmental sequence is detailed for one alternative - Ecological Readers. Throughout the report, the necessity of cooperative arrangements among school personnel, universities, governmental agencies and private industry is indicated. (Author/BL)

ED 080 288 SE 014 164
United Nations Conference on the Human Environment.

United Nations General Assembly, New York, N.Y.

Pub Date 72
Note—684p.; A/Conf. 48/5, An Action Plan for the Human Environment, not included

EDRS Price MF-\$0.65 HC-\$23.03
Descriptors—*Conference Reports, *Environment, Environmental Influences, *Human Resources, *International Programs, Management, Perception Identifiers—UNESCO

Compiled in this document are several reports emanating from the United Nations Conference on the Human Environment, Stockholm, June 5-16, 1972. Included are (1) Provisional Agenda, (2) Annotations to the Provisional Agenda, (3) Provisional Rules of Procedure, (4) Draft Declaration on the Human Environment, (5) Planning and Management of Human Settlements for Environmental Quality (subject area I), (6) Environmental Aspects of Natural Resources Management (subject area II), (7) Identification and Control of Pollutants of Broad International Significance (subject area III), (8) an addendum to subject area III, Draft Articles of a Convention on Ocean Dumping, (9) Educational, Informational, Social and Cultural Aspects of Environmental Issues (subject area IV), (10) Development and Environment (subject area V), (11) International Organizational Implications of Action Proposals (subject area VI), (12) an addendum to subject area VI, Views of the Preparatory Committee for the Conference, (13) The UN System and the Human Environment, a consolidated document submitted by the Administrative Committee on Coordination, (14) Conference Bibliography, (15) Information on Conference Documents, (16) Recommendations for Action (recommendations for international action, proposed recommendations for national action, and how proposed recommendations address needs), and (17) a List of Abbreviations used in Official Conference documents. (BL)

ED 080 289 SE 014 474
Trueman, Lavone

An Environmental Approach to Art for Grades 7-9.

Western Washington State Coll., Bellingham. Huxley Coll. of Environmental Studies.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—SW-PR-11
Bureau No.—BR-0-0848
Pub Date Dec 71

Grant—OEG-0-70-5039
Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Art Appreciation, *Art Education, *Curriculum Development, *Environmental Education, Instructional Materials, Interdisciplinary Approach, Learning Activities, *Secondary Grades

Striving for an environmentally-oriented curriculum in junior high school art, this resource booklet for teachers offers numerous suggestions for incorporating environmental learnings into the arts curriculum. Ideas presented are examples of how learning in art can be directed in ways that lead to increased awareness and perception of the environment and the treatment of problems in that environment. Section I deals with Art as En-

vironmental Education, defining objectives and resources/materials for projects. Art and Ideas, Section II, considers the language of design (word definitions), the concept of beauty, and the growth of an idea in art, while Section III, Relating Art to Nature and the Man-Made Environment, covers designing from nature. Section IV deals with Values: Expression Through Art, and describes several exemplary projects. Communication within the physical environment of the classroom, elective classes, and student work contracts comprise Section V, Communication and Cooperation. The final section, Interdisciplinary Projects, touches upon the art medium in literature and social studies. Appended material includes examples of intuitive art, illustrated Haiku, illuminated letters, and a mini-grant proposal for a woodcarving project. (BL)

ED 080 290

SE 014 475

Taylor, Ken

An Approach to Environmental Education: A Three-Stage Program for Intermediate Grades. Western Washington State Coll., Bellingham. Huxley Coll. of Environmental Studies.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—SW-PR-9

Bureau No.—BR-0-0848

Pub Date Nov 71

Grant—OEG-0-70-5039

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Environmental Education, *Experimental Programs, Interdisciplinary Approach, *Intermediate Grades, Program Descriptions, Resource Materials, Teaching Guides

This resource booklet explains a multidisciplinary approach to environmental education for the intermediate grades. Its major aim is to make the student aware of what is happening around him as well as being aware of what he is doing to his own surroundings. A three-stage program was utilized consisting of a cooperative learning project aided by an innovative seating arrangement, a study of peoples in other societies, and a "closed week" in the classroom. Each phase is described, with major emphasis on the closed week, designed to simulate Spaceship Earth. A timetable for the first through fifth days of this experiment is compiled together with supplies and equipment available in the classroom, and an explanation of the follow-up activities and evaluation. (BL)

ED 080 291

SE 014 476

Abrahamson, Gloria

A Year-Long Environmental Project for Primary Grades.

Western Washington State Coll., Bellingham. Huxley Coll. of Environmental Studies.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—SW-PR-8

Bureau No.—BR-0-0848

Pub Date Nov 71

Grant—OEG-0-70-5039

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, *Environmental Education, Instructional Materials, Interdisciplinary Approach, *Learning Activities, *Perceptual Development, *Primary Grades, Program Descriptions, *Teaching Guides

Increasing the opportunities for young children to become perceptive of the environment around them is the goal of a year-long environmental project for primary grade students described in this booklet. An environmental encounter approach is adopted, focusing all of one's senses on the particular environment he is experiencing at the moment, analyzing how he perceives it and how he feels about it. The ideas presented are examples of incorporating environmental learnings into the treatment of subject matter already being dealt with. Several encounters are briefly annotated for use in developing perception of self. For learning about the world through the use of the senses and as an aid in achieving the goal of self-perception, three units from TV series are also summarized. Activities in many curriculum areas that could be used to help develop and deepen the children's environmental perception

are explained. These activities make particular use of cameras and environmental encounters. Some of the problems characteristic to this educational approach are related together with recommendations regarding follow-up programs. Appended material includes examples of students' original poems. (BL)

ED 080 292

SE 014 671

Sirawitt, Barbara Marie

The Development and Evaluation of a Verbal Interaction System Designed to Modify the Verbal Behavior of Secondary Science Student Teachers.

Pub Date 70

Note—225p.; Ph.D. Dissertation, The University of Texas at Austin

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-197 Microfilm-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Doctoral Theses, Feedback, *Interaction Process Analysis, *Preservice Education, *Science Teachers, *Supervisory Methods, Teacher Behavior, Teacher Education

Identifiers—Research Reports

The purpose of this study was to develop and test a classroom observation system for use in training and supervising secondary school science student teachers. The instrument, the Science Interaction System (SIS), has 31 categories covering both affective and cognitive teacher behaviors. Thirteen student teachers were randomly assigned to an experimental group whose supervisors used SIS results for feedback in student conferences, and to a comparison group which studied audiotapes of their classes. It was found that the experimental group differed significantly from the comparison group in many aspects considered desirable, including more acceptance of student ideas, more student talk, less teacher factual talk, more teacher supportive and less directive behavior, and greater variety and cognitive flexibility. No difference between the two groups was found in attitude toward teaching, as measured by the Teaching Situation Reaction Test. (MM)

ED 080 293

SE 014 828

Zaubier, Harry

The THESIS Program, Thematic Elementary Science Individualized Studies, 1969-1971.

Pub Date 71

Note—45p.

Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—Curriculum Development, *Educational Innovation, Educational Research, *Elementary School Science, *Individualized Instruction, Science Education, *Student Centered Curriculum, *Teacher Developed Materials

Identifiers—Research Reports, Thematic Elementary Science Individualized Studies

Reported is a teacher-developed project in individualized instruction in elementary science made up of a re-organization of existing curriculum materials with a four theme framework—Energy, Matter, Life and the Universe. This program is based on the assumption that freedom and activity will lead to new understanding in science through discovery and other processes. The program was developed around the three existing curriculum materials: "Concepts in Science" by Brandwein, "Science, a Modern Approach" by Fischer, and "Science for Tomorrow's World" by Barnard. During the first year, 450 students from grades two and three (Division 1) and four, five and six (Division 2) were involved. During the second year, 500 students were included. The rationale, organization, operation, and an evaluation of the program is presented. The Thematic Elementary Science Individualized Studies (THESIS) program requires student freedom, student selection and student opportunity to change his selection. The program could not accommodate students in grade one due to their lack of school experience and inability to read. Students in grades two and three needed more maturity and students in grades four, five, and six all required initial teacher-grouping assistance. None of the second and third graders and only a small number of the others ap-

peared to possess the self-direction required. (EB)

ED 080 294

SE 015 015

Norris, Billy Eugene

A Study of the Self Concept of Secondary Biology Teachers and the Relationship to Student Achievement and Other Teacher Characteristics.

Pub Date 70

Note—112p.; Ed.D. Dissertation, Ball State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-7965 Microfilm-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Biology, Doctoral Theses, Education, *Educational Background, *Educational Research, *Science Education, *Science Teachers, Secondary School Science, Self Concept, *Teacher Characteristics

Identifiers—Research Reports

The study was conducted to measure the self concepts of a population of biology teachers, their biological knowledge to determine their biology teaching proficiency, and to examine certain other characteristics to identify correlations between these variables. The sample consisted of 30 teachers in an inservice program and their 1,400 students. The teachers were administered two tests, the Tennessee Self Concept Scale and Commission on Undergraduate Education in Biological Sciences Test covering nine aspects of biological knowledge. Two other instruments were administered to students, the Differential Aptitude Test and the Processes of Science Test (to measure their ability and achievement). Analysis of these data was performed by stepwise multiple regression and simple correlation methods, revealing a significant relationship between the teaching proficiency of a biology teacher and his self concept, his biological knowledge and between certain aspects of his background and characteristics. Additional multiple correlations revealed that the biology teacher's self concept was related positively to the number of semester hours of psychology, education and student teaching course work and to the number of years of teaching experience. Negative correlations were found between self concept and number of semester hours completed in biology and to increased size of the college where he earned his bachelor's degree. (Author/PS)

ED 080 295

SE 015 086

Savage, Keith Dwight

The Validity of Teacher Self-Reports for Predicting Pupil and Observer Ratings of Teacher Performance.

Pub Date 70

Note—142p.; Ed.D. Dissertation, University of Georgia

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-13,120 Microfilm-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Beginning Teachers, Classroom Observation Techniques, *Doctoral Theses, *Effective Teaching, *Prediction, *Teacher Attitudes, Teacher Behavior, Teacher Characteristics, *Teacher Education, Teacher Rating

Identifiers—Research Reports

Described is an attempt to develop an instrument which could be useful in selecting teacher education candidates. A sample of 330 beginning teachers (100 elementary, 108 language arts/social science, and 122 mathematics/science) had responded to four self-report instruments (covering values, adjustment, practices, and attitudes). Their teaching effectiveness had been evaluated using pupil and trained-observer ratings. For a random half of the sample, a factor analysis of the self-report items was followed by a stepwise regression analysis to obtain prediction equations for "effectiveness" within each group of teachers. The equations were then cross-validated on the other half of the sample. In the first half, only one prediction equation was found to be significant, and in the second half, the correlation between predicted and actual scores was very low. Thus it was not considered feasible to pursue the development of the proposed instrument further. (MM)

ED 080 296

SE 015 096

Denny, Rita Taylor

An Analysis of the Relationship Between Certain Mathematics Skills and Chemistry Achievement.

Pub Date 70

Note—145p.; Ed.D. Dissertation, University of Pennsylvania

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 71-16,167 Microfilm-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Chemistry Instruction, Doctoral Theses, High School Curriculum, *Mathematical Applications, Mathematics Education, *Research, *Science Education, Secondary School Science, *Test Construction
 Identifiers—Research Reports

This study investigated the mathematical skills required for high school chemistry. Ten skills were identified from an analysis of recently-published tests. Items testing these skills in three operationally defined levels of difficulty were first written and validated by a panel of experts. The 91-item preliminary form of the Mathematics Skill Test (MAST) was then administered to 128 first-year chemistry students and item analyzed. The final form of 60 items was administered to 276 first-year chemistry students and found to have an overall reliability of .96 (KR 20); subscales for each skill and each level had reliabilities between .88 and .96. In this sample, 242 students also took the ACS-NSTA High School Chemistry Test, from which a chemistry-calculus subscore was obtained. Correlations between the MAST subscores and the ACS subscore ranged between .63 and .82. Rather than assume the student has the mathematical knowledge prerequisite for success in chemistry, MAST can thus be used as a valid means of discerning the student's needs. (MM)

ED 080 297

SE 015 130

Boland, Sandra Kay

Assessment of Conservation of Two-Dimensional Space, Substance, Continuous Quantity, and Weight with Retarded and Average Children.

Pub Date 72

Note—94p.; Ed.D. Dissertation, University of Northern Colorado

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-23,796 Microfilm-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Age, *Conservation (Concept), Doctoral Theses, Elementary School Students, *Mathematics Education, *Prediction, *Research, *Retarded Children
 Identifiers—Research Reports

This investigation was an attempt to determine the best predictors of behavior, explanation, and composite scores for conservation of two-dimensional space, substance, continuous quantity and weight in non-retarded and retarded children. The subjects were 60 non-retarded children randomly selected from grades K-2 in one school, and 58 children from five special classes for the retarded from the same area ranging from primary through pre-vocational levels. The predictor variables were mental age, chronological age, socio-economic status, maturity, number of languages spoken, and sex; criterion variables were obtained by individual testing using tasks selected from the Concept Assessment Kit - Conservation. In the non-retarded group, the best predictors of conservation of continuous quantity and substance were chronological and mental age respectively. In the retarded group, mental age was the best predictor of conservation of continuous quantity. No other consistent and strong predictors were found. (MM)

ED 080 298

SE 015 454

Williams, Hannah C., Ed.

Critical Index of Films on Man and His Environment.

Conservation Education Association, Billings, Mont.

Pub Date 72

Note—42p.; Education.....Key to Conservation Series No. 8.

Available from—Interstate Printers & Publishers, Danville, Illinois 61832 (Reorder No. 1374, Supplement Reorder No. 1517)

Document Not Available from EDRS.

Descriptors—*Annotated Bibliographies, *Audiovisual Aids, *Conservation Education, Earth Science, *Environmental Education, *Films, Health Education, Resource Materials

This pamphlet is an annotated list of films on man and his environment, growing out of an original pamphlet entitled "Critical Index of Films and Filmstrips in Conservation" which is now out of print. Some films recommended in the original Critical Index still appear in this publication, but when they do, it is because they are of good quality and still valid. Priority to new selections has been given to short, clear productions that make maximum use of good teaching techniques. Production styles that invite discussion or stimulate positive action have also been sought. A few longer films suitable for general audiences and civic groups have been included. New films have been recommended by members of the Conservation Education Association and other experts in the use of audio-visual materials, and recent materials have been evaluated by panels from several institutions. Contents include: Forward; Notes on Use; Acknowledgements; The Natural Environment (Ecological Principles, Biomes, Plants and Animals, Geography and Earth Sciences, and Conservation); Man's Impact on The Environment (Wildlife, Air, Water, Chemicals, etc.); Some Solutions (Planning and Action, Methods of Conservation Teaching); Notes on TV (Educational Programs); Distributors (Films); and Index. A June, 1972, supplement is appended. All pertinent data concerning the films is included. (LK)

ED 080 299

SE 015 635

A Directory of Information Resources in the United States: Physical Sciences, Engineering.

Library of Congress, Washington, D.C. National Referral Center for Science and Technology.

Spons. Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—810p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D.C. 20402 (\$6.50)

EDRS Price MF-\$0.65 HC-\$29.61

Descriptors—Directories, Engineering, *Information Dissemination, *Information Services, *Library Reference Services, Physical Sciences, *Reference Materials, *Resources, Science Education

As the first of four scheduled revisions of a series of six earlier volumes compiled by the National Referral Center under the general title "A Directory of Information Resources in the United States," a total of 2,891 entries are presented in this volume to update and extend the physical sciences and engineering coverage of the 1965 directory. The publication is prepared on the basis of a register of information resources by using the automated system developed by the Information Systems Office of the Library of Congress. All entries are alphabetically arranged and sequentially numbered. Included in each entry are the name, address, telephone number, areas of interest, holdings, publications, and information services of the organization covered. A subject index prepared from a previously indexed companion file maintained for retrieval operations is also provided. The work on this revision was supported by the National Science Foundation. (CC)

ED 080 300

SE 015 698

Yates, Daniel Sherman

The Development and Evaluation of a Text in the Topology of the Plane for Secondary Teachers.

Pub Date 71

Note—351p.; Ph.D. Dissertation, Florida State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-13,582 Microfilm-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*College Mathematics, *Curriculum, Doctoral Theses, Instruction, Mathematics Education, *Research, Secondary School Mathematics, *Teacher Education, *Topology
 Identifiers—Research Reports

The purpose was to develop a text in the topology of the plane for secondary school mathematics teachers and to evaluate the text in a regular course setting in terms of its effectiveness and appropriateness. The materials cover the

concepts of metrics; neighborhoods; equivalent metrics; interior, boundary, and accumulation points; closure; open and closed sets; topologies; subspaces; continuous functions; homeomorphisms; invariants; connectedness; and compactness. Following the last instructional period, a criterion-referenced test was administered to 16 secondary school mathematics teachers participating in the course. A relevance test and an opinion questionnaire were also used, and two students were randomly chosen to serve as case studies. The consensus of a panel of mathematicians and mathematics educators was that the goals of the program were reasonable, the material was teachable, and the development was mathematically sound. Results on the criterion test indicated that the materials were successfully taught; the relevance test results indicated most of the participants were aware of the fundamental relationship between topology and school geometry. Appendices to the study include a list of instructional objectives, the experimental text material, tests, the opinion questionnaire and case studies, and comments by the panel of mathematicians and educators. (DT)

ED 080 301

SE 015 705

Holste, Donald Ernest

The Effect of Different Prescriptions Used by Teachers in an IPI Mathematics Program.

Pub Date 72

Note—110p.; Ed.D. Dissertation, University of Illinois at Urbana-Champaign

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-19,849 Microfilm-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Achievement, Doctoral Theses, *Elementary School Mathematics, *Individualized Instruction, Instruction, Mathematics Education, *Research, *Teaching Procedures
 Identifiers—*IPI Mathematics, Prescription Methods (Instruction), Research Reports

The purpose of this study was to determine whether the type of prescription used by teachers of Individually Prescribed Instruction (IPI) Mathematics affects the progress, retention, and on-task behavior of children. Four teachers in one school, who were matched on the basis of experience and training in the use of IPI mathematics, used four prescription treatments in each of four quarters throughout the school year: (1) all children completed all work available in their workbooks for each skill; (2) children used a minimum number of pages and activities to achieve mastery; (3) children given complete choice of how to achieve mastery; and (4) full array of IPI options used. Progress was measured by number of skills mastered, and retention by repeating posttests. On-task behavior was observed by trained observers in three different classrooms. Statistical analysis showed that the type of prescription significantly affected progress, retention, and behavior, but not always in the same direction, there being an interaction between teachers and treatments. Overall, treatment (4) was least effective and treatment (3) most effective. (MM)

ED 080 302

SE 015 708

Ferre, Alvin Victor

Effects of Repeated Performance Objectives Upon Student Achievement and Attitude.

Pub Date 72

Note—109p.; Ed.D. Dissertation, New Mexico State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-24,713 Microfilm-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Achievement, Attitudes, *Behavioral Objectives, Doctoral Theses, *Instruction, *Mathematics Education, *Research
 Identifiers—Research Reports

The purpose of this study was to assess the effectiveness of repeating performance objectives upon student academic learning and attitude. A program was studied by three groups of subjects: (1) 20 students who were given no performance objectives; (2) 39 students who were given the performance objectives once at the beginning of each unit; and (3) 44 students who were given the performance objectives daily. The Map Reading, Tables and Graphs subset of the Iowa Test of Basic Skills, and Ball's Mathematics Attitude

Scale, were given as pretests, posttests and retention tests. Raw scores were converted into percentage gain scores for the purpose of analysis. Significant differences were found between group mean scores on learning and retention, with (3) gaining more than (2) which gained more than (1). There were no significant differences on the attitude measure, and attitude was unrelated to achievement. There was, however, a significant interaction between treatments, attitude, and achievement. (MM)

ED 080 303 SE 015 712

Kuhfittig, Peter Kurt Friedrich

The Effectiveness of Discovery Learning in Relation to Concrete and Abstract Teaching Methods in Mathematics.

Pub Date 72

Note—134p.; Ph.D. Dissertation, George Peabody College for Teachers

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-25,393 Microfilm-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Ability, *Discovery Learning, Doctoral Theses, Instruction, *Instructional Aids, Manipulative Materials, Mathematics Education, *Research, *Secondary School Mathematics, Teaching Methods

Identifiers—Research Reports

The purpose of this study was to investigate the effectiveness of guided discovery and concrete materials on mathematics learning. From the seventh grade of one school, 40 students were selected who were at least one standard deviation above or below the mean on two mathematics achievement tests. Five high ability and five low ability were then randomly assigned to each of four treatment groups obtained by crossing two levels of guidance (intermediate: structured sequences of questions, and maximal: explanations of individual steps) with two levels of aids (concrete: model coins, abstract: verbal references only). After two class periods on currency conversion, on successive days, three posttests (achievement, transfer and vertical transfer) were given on the next two days, and the tests were re-administered four weeks later as a retention test. For the low ability groups, significant differences were found favoring the use of concrete materials and intermediate guidance; these differences did not appear in the high ability groups. Also, intermediate guidance led to significantly greater transfer when concrete aids were used, but not otherwise. (MM)

ED 080 304 SE 015 716

Archer, Julian Andrew

Effect of Concrete, Semi-Concrete, and Abstract Teaching Methods on Mathematical Achievement, Transfer, and Retention at the College Level.

Pub Date 72

Note—149p.; Ph.D. Dissertation, George Peabody College for Teachers

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 72-25,370 Microfilm-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Abstraction Levels, *College Mathematics, Doctoral Theses, *Instruction, *Manipulative Materials, Mathematics Education, Relationship, *Research, *Visual Aids

Identifiers—Function (Mathematics), Research Reports

The purpose of this study was to determine if college students could benefit from the use of visual and manipulative aids while studying a mathematical topic. A sample of 33 freshmen were pretested for mathematical ability, divided into ability levels by means of ACT composite scores, and randomly assigned to one of three treatment groups for a three-hour study of the function concept. Three teachers each taught each class once. Common lesson plans were used, but visual aids were used by one group and physical materials used in another group. Achievement, transfer, and retention tests were administered to all students. In analyses of variance, no significant differences were found between the two groups who used aids and the group who did not use aids. There were significant differences between the two groups who used aids, the group using physical materials scoring higher than the group using visual aids on all posttests. No significant interactions were observed. (MM)

ED 080 305 SE 015 797

Annual Meeting of National Association for Research in Science Teaching, Abstracts of Presented Papers (46th, Detroit, Michigan, March, 1973).

ERIC Information Analysis Center for Science Education, Columbus, Ohio.

Pub Date Mar 73

Note—174p.

Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 (\$3.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Abstracts, *Conferences, Curriculum Evaluation, *Educational Research, Learning Theories, *Reference Materials, *Science Education, Student Characteristics, Teacher Education, Teaching Methods

Incorporated are abstracts of papers presented at the annual conference of the National Association for Research in Science Teaching held in Detroit, Michigan, March 27-29, 1973. The papers were presented during a three-day period. The first day's presentations related to the topics of simulation techniques, pictorial communication research, concept learning, test construction, teacher education, instructional procedures, learning theory, educational research in foreign countries, visually perceived nonverbal behaviors, and student achievement. Presented on the second day were the president's address and topics dealing with the global view of science education research, student characteristics, curriculum development, facility design, teaching strategies, and classroom vignettes workshop. For the third day, topics were related to science teaching research in a larger context, information theory, and the future direction in secondary science teacher education. (Use of RESEARCH IN EDUCATION and other ERIC publications to retrieve the original papers or symposia is recommended.) (CC)

ED 080 306 SE 015 906

Kuhn, David J.

A Study of the Relationship Between Various Academic and Professional Factors and Selected Elementary School Science Teaching Competencies.

Pub Date Mar 73

Note—15p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (46th, Detroit, Michigan, March 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Research, *Elementary School Science, Instructional Improvement, Science Education, *Science Teachers, *Teacher Characteristics, *Teacher Education, Teacher Evaluation, *Teacher Improvement

Identifiers—Research Reports

Reported is a study to examine relationships between academic and professional factors and the attainment of selected elementary school science teaching competencies. Competencies were measured but no attempt was made to equate the presence of the competencies with effective teaching. The assumption was made that these competencies are part of the larger domain of effective teaching. Data were obtained from a population of pre-service elementary teachers enrolled in an undergraduate course in elementary science education. Most had completed their science courses and many their teacher education courses. Data included material from student academic records, interviews, and use of Welch Science Process Inventory (Form D). Significant correlations were noted between laboratory skills, science process competencies and the understanding of science processes, with the university science grade averages; between set induction competency and the pre-service teacher's attitude toward science, and between the understanding of the science process and the college science grade average and attitude toward science. (EB)

ED 080 307 SE 015 949

Cartmell, E.

New Trends in Chemistry Teaching, Volume III. United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 72

Note—325p.

Available from—Unipub, Inc., P. O. Box 433, New York 10016 (\$7.00)

Document Not Available from EDRS.

Descriptors—*Chemistry, *College Science, Developing Nations, Instructional Materials, *International Education, Program Descriptions, *Resource Materials, Science Activities, *Secondary School Science, Teacher Education

In this third volume of the United Nations Educational, Scientific and Cultural Organization's (UNESCO) series on "New Trends in Chemistry Teaching," a total of 29 papers originally published during the period from 1969 to 1971 in leading chemistry-teaching periodicals of the world is compiled for the purpose of promoting information exchange. The topics are related to the content, curricula, approaches, and techniques of chemistry teaching at all levels. Most lab-oriented articles are selected from material published by the UNESCO Science Teaching Project in Asia and of particular use to developing countries facing the problem of lacking apparatus and financial and technical assistance. The papers are written in either French or English and grouped into the following sections: the periodic table, bonds, and structures; energetics and kinetics; chemistry, industry, and the environment; nuclear science; selected topics; and source books. Separate introductions are written for each group of papers to make clear the significance of the papers within the group. Included in the appendices are an article on the new international table of atomic weights and a list of journals and periodicals of relevance to chemistry teaching. (CC)

ED 080 308 SE 015 981

McDuffie, Thomas E., Jr. Bruce, Matthew H.

Predicting High and Low Success Group Membership in an A-T Biology Program.

Pub Date Mar 73

Note—14p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (46th, Detroit, Michigan, March 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Attitudes, *Autoinstructional Programs, Biology, College Science, *Educational Research, Science Education, *Student Characteristics

Identifiers—Research Reports

The study examined relationships between personal characteristics and achievement in and attitude toward an audio-tutorial (A-T) biology program. The central question of the investigation was: Is there a different profile for (1) high and low achievers, (2) students with positive and negative attitudes toward the instructional method, and (3) successful and unsuccessful students? The population studied consisted of 119 students in a one-year A-T biology program at Elizabethtown College, Pennsylvania. Eighteen variables were measured using standardized indices: CEEB scores, Nelson Biology Test, Moore's Scientific Attitude Inventory, and the Guilford Zimmerman Temperament Survey (GZTS), plus an attitude questionnaire developed for the study. Based upon an analysis of the results it was concluded that: (1) since the abilities, attitudes and personalities of the majority of students were compatible with A-T instruction, the approach provided a desirable alternative to large group instruction in biology; (2) personality factors on the GZTS were poor predictors of achievement and attitudes toward science and A-T instruction; and (3) the discriminant technique was better suited for predicting membership in high or low groups than was regression analysis. The techniques used in this study might provide a means of identifying students for whom the A-T method is an inappropriate instructional alternative. (JR)

ED 080 309 SE 016 027

Kelly, Joseph R.

Visually Perceived Nonverbal Behaviors of Teachers and Their Relationship to Affective Responses of Students.

Pub Date Mar 73

Note—34p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (46th, Detroit, Michigan, March 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Affective Behavior, Educational Research, Nonverbal Communication, Secondary School Teachers, *Student Reaction, *Student Teacher Relationship, Teacher Behavior, *Teacher Characteristics, *Visual Perception

Identifiers—Research Reports

Reported is a study on teacher's visually perceived nonverbal behaviors and their relationship to student's affective responses among 30 junior high teachers. Each teacher was requested to present a lesson at the front of the classroom. About 20 minutes of one of their classes were videotaped. Two 5-minute segments (episodes) and one 15-second segment of teacher behaviors were edited and extracted. Coding symbols were used to identify and categorize individual behaviors by different observers, and interobserver agreement coefficients were computed by Scott's method. For each behavior, data on frequency and duration of occurrence were collected. A total of 879 students in a remote community was asked to react to five episodes, and 395 students, in addition, reacted to brief tapes. A semantic differential scale was used to record responses, and teacher characteristics were described by students. Response means were computed for boys, girls, and boys and girls combined. Computer analyses showed that nonverbal behaviors measured in terms of duration are good predictors of student affective responses. Students preferred some kinds of teacher behaviors. Boys and girls responded differently to teachers. Students tended to make their affective judgments in the absence of consciously perceived awareness. Included in the appendix are categories of teacher nonverbal behaviors. (CC)

ED 080 310 SE 016 031

Berger, Carl F.

Change In Predicted Teacher Behavior Based on Experience with an Activity Oriented Elementary Science Course.

Pub Date Mar 73

Note—9p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (46th, Detroit, Michigan, March 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Research, *Elementary School Science, *Inquiry Training, Science Course Improvement Project, Science Education, *Student Centered Curriculum, *Teacher Behavior, Teacher Education, Teacher Improvement

Identifiers—Research Reports

Reported is a study into the teaching behaviors of elementary science teachers based on the philosophy of Science Curriculum Improvement Study (SCIS). One hundred eighty-four teachers were selected from a large geographical area, having widely differing backgrounds and varying education and/or experience with SCIS programs. The Predicted Role Measure (PRM), consisting of a color, motion picture sound film, was used, and teachers were asked to indicate on a response pamphlet their degree of agreement with six possible and common teaching behaviors - all independent of one another. The participants included teachers with no SCIS experience, teachers with no SCIS experience but beginning SCIS cooperative college school science training programs, and teachers completing such programs. The longitudinal study allowed the study of 45 teachers who had taught the SCIS program with training and without for one or two years. General results showed: (1) selection for a training program was not associated with a particular score on the PRM; (2) significant differences were found with post-instructed members when compared with pre-instructed members; (3) no significant differences were found in PRM scores between post-instruction teachers and those who had at least one year teaching experience with SCIS; and (4) significant differences were noted in comparing teachers who had activity-centered classrooms with those of book-centered classrooms. (EB)

ED 080 311 SE 016 108

Okey, James R.

The Effects of a Mastery Teaching Strategy on Teacher Attitudes and Pupil Achievement.

National Center for the Development of Training Materials in Teacher Education, Bloomington, Ind.

Spons Agency—National Center for the Improvement of Educational Systems (DHEW/OE), Washington, D. C.

Pub Date Mar 73

Note—9p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (46th, Detroit, Michigan, March 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, *Diagnostic Teaching, Grades (Scholastic), *Instruction, Mathematics Education, Science Education, *Teacher Attitudes, *Teaching Skills, Tests

Identifiers—Research Reports

A study on effects of learning Bloom's mastery teaching strategy on teacher attitudes and effectiveness was made among a class of 21 members enrolled in a graduate science methods course. Each member studied a four hour, multi-media, self-instructional program called "Teaching for Mastery (TFM)" with objectives, practice problems, feedback on exercises, self-tests, and answers all given. A 24-item attitude measure, designed to assess teacher attitudes toward tests, grades, and diagnostic teaching, was taken by the members before and after studying TFM. The class members, concurrently employed as teachers, implemented mastery teaching in either a science or mathematics class. The results from five teachers were analyzed, using a posttest-only control group design. Each of the five teachers split their class to form the experimental and control groups. Data analyses showed the presence of a highly significant difference between the pretest and posttest attitude measures. Attitudes of all class members were improved by TFM study. Pupil posttest results favored the mastery-teaching experimental group for each teacher. Teachers were able to produce higher achievement when using skills. (CC)

ED 080 312 SE 016 110

Aikenhead, Glen S.

A New Methodology for Test Construction in Course Evaluation.

Saskatchewan Univ., Saskatoon. Dept. of Curriculum Studies.

Pub Date Mar 73

Note—14p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (46th, Detroit, Michigan, March 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Research, *Evaluation, *Evaluation Techniques, *Physics, Science Education, Secondary School Science, *Test Construction, *Testing

Identifiers—Research Reports

A new method of constructing tests is presented in this article for the purpose of developing a test from student perception of the course. The Test on Understanding Science (TOUS) and the Science Process Inventory (SPI) were used as sources of items. A random subsample of 921 students, taking both the pretest and posttest of TOUS and SPI during the 1967-68 Project Physics (PP) experimental period, served as sources of empirical data. The McNemar chi square analysis was used to select test items empirically. Every item was analyzed with respect to the changes in student responses between the pretest and posttest. The items showing a statistically significant change in response were combined into a single instrument called "A Measurement of Knowledge About Science and Scientists (Project Physics: Form 1)" (KASSPPI). Another independent random subsample of 64 students was tested to describe the statistical attributes of KASSPPI. Findings showed that KASSPPI had a greater predictive validity for PP than either TOUS or SPI. Application of the present method to formative evaluation was recommended. (CC)

ED 080 313 SE 016 111

Aikenhead, Glen S.

The Interpretation of Student Performance on Evaluative Tests.

Saskatchewan Univ., Saskatoon. Dept. of Curriculum Studies.

Pub Date Mar 73

Note—19p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (46th, Detroit, Michigan, March 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Academic Performance, *Course Evaluation, Educational Research, *Nonparametric Statistics, *Physics, Science Education, *Secondary School Science

Identifiers—Project Physics, Research Reports

Reported is a study on the use of quantitative data in evaluating a science course for the purpose of introducing an alternative form of information presentation capable of supplying qualitative

feedback valuable to students, teachers, and curriculum developers. Fifty-five teachers, randomly selected during the 1967-68 Project Physics (PP) experimental period, were classified as the PP trial, non-PP control, and PP experienced groups. Results of the pretest and posttest of the Test on Understanding Science and the Science Process Inventory taken by 1,188 randomly selected students, 921 in PP course and 267 in non-PP course, were used in this study. Quantitative t-test findings were considered as usable only in speculation of the nature of group differences. The McNemar chi square item analysis was introduced to identify areas of knowledge and specific ideas for which students showed a significant increase or decrease in understanding. The PP course was found superior to non-PP courses in four aspects: science tactics, value of science, instruction function of science, and science-society interaction. The increased specificity of qualitative analysis led to high-quality feedback. (CC)

ED 080 314 SE 016 112

Bates, Gary C.

An Invitation to Inquiry: The Vignettes Film Project.

Pub Date Mar 73

Note—10p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (46th, Detroit, Michigan, March 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, Educational Research, *Films, Instruction, *Instructional Materials, *Science Education, *Science Teachers, *Teacher Education, Teacher Improvement

Identifiers—Research Reports

Presented is a discussion of the use of short, filmed sequences of classroom behavior (the "Classroom Vignettes") in teacher training. The five models presented range from sensitizing teachers to the interpersonal interaction in the classroom by observing and interpreting the interaction of the film characters, to using the films as a basis for uncovering the biases and attitudes of the observer. Some of these applications can easily be included in existing programs. Others will require major changes in the approach to teacher training. The four films included in this pilot series consist of two which deal with student-teacher interactions and two show groups of students trying to resolve problems in the laboratory. The set of four are not meant to form a coherent package, but were chosen as typical of the kind of material which might be included in a full-scale program. (Author/EB)

ED 080 315 SE 016 116

Heller, R.

New Trends in Biology Teaching, Volume III.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 71

Note—376p.

Available from—Unipub, Inc., P. O. Box 433, New York, New York 10016 (\$6.00)

Document Not Available from EDRS.

Descriptors—*Biology, *College Science, Computer Assisted Instruction, Developing Nations, Instructional Materials, *International Education, *Resource Materials, Science Activities, *Secondary School Science, Teacher Education

In this third volume of the United Nations Educational, Scientific and Cultural Organizations' (UNESCO) series on "New Trends in Biology Teaching," a total of 32 papers (mostly published during the period from 1967 to 1970 in leading biology-teaching periodicals of the world) is compiled for the purpose of promoting information exchange. The papers are written in English, French, or Spanish and accompanied by a summary. The variety of themes is stressed with a range from a report on very easy exercises to a report on the use of a computer in the meiosis study. The papers are intended mainly for university scientists, science teacher educators, and pre- and inservice secondary school teachers, to help them in the task of keeping abreast of the rapid developments in curricula, syllabuses, methods, and materials for biology teaching. The articles are grouped into the following sections: general subjects, individual disciplines, educational methods and techniques, and local developments. Emphases are placed on the introduction of active teaching methods and integrated teaching

materials which are of particular use to developing countries. Included in the appendices are bibliographies of publications, names of general directories, lists of professional associations and institutions, and summaries of biology education activities in diverse countries. (CC)

ED 080 316 SE 016 138

Bahorik, J. Wesley Fowler, H. Seymour
A Study of the Effects of Information Items on Snyder's 1968 Prototheory of Instructional Efficiency as Applied to a Genetics Problem-Solving Situation.

Pub Date Mar 73

Note—35p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (46th, Detroit, Michigan, March 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Performance, *Effective Teaching, Elementary School Science, Genetics, *Learning Activities, *Problem Solving, *Reading, Science Education, *Teaching Procedures

Identifiers—Research Reports

A study on the applicability of Snyder's 1968 prototheory of instructional efficiency to a complex problem-solving situation was made, using 120 sixth grade students of three geographically separated Pennsylvania schools in 1972. Four task groups, 30 subjects (Ss) each, were formed by randomly assigning four task arrangements to Ss in answering a genetics problem. The task varied in number of information items (hints) presented, either four or eight, and amount of "learning structure" used. The structure was made different by instructing Ss to read either in an arbitrary order or mandatory order. To reduce errors, a researcher-constructed machine was used to present the problem and hints and record students' responses and verbal expressions. Two revised efficiency formulas, respectively equivalent to Snyder's two original formulas, were introduced. Data about the four groups were analyzed to compare the revised and original formulas, and pooled results were used to study students' performance. The revised formula was proved equivalent to Snyder's expression for transaction mean needed by a teacher-student dyad to solve a problem. Both hint and learning structure had no effect on Ss performance. Extension of the present study was recommended. (CC)

ED 080 317 SE 016 259

Kuhn, David J.
Value Education in the Sciences: The Step Beyond Concepts and Processes.

Pub Date Mar 73

Note—16p.; Paper presented at the annual meeting of the National Science Teachers Association (21st, Detroit, Michigan, March 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitudes, *Educational Objectives, Instruction, Objectives, Personal Values, *Science Education, Simulation, Social Values, *Values

This paper is concerned with the question of how the value systems of individuals may be clarified and applied in the science classroom and in the real world outside. Science teaching is considered as occurring on three levels: the fact level, the concepts-process level, and the values level. The fact level was often stressed prior to the 1960s, the concepts-process level received added attention during the 1960s, and the values level will gain increasing importance in science teaching during the 1970s. Value education in the sciences must be built on the sound understanding of science concepts and processes. It will require innovative strategies, a new perspective on science education, and different roles for teachers. A number of strategies, including simulations, role playing, sensitivity modules, values continuums, and the use of attitudinal surveys are described. Appropriate teacher behaviors in the classroom (e.g., asking evaluative questions and promoting a classroom climate conducive to value exploration) are also examined. Science education must make the exploration of value systems paramount in order to produce a scientifically literate and aware citizenry capable of making proper decisions on such questions as population control, radioactive fallout, pesticide usage, and industrial effluents. (Author/JR)

ED 080 318

Aronstein, Laurence W. Beam, Kathryn J.
Contemporary Topics in Science: A Kit for Survival.

Pub Date Mar 73

Note—16p.; Paper presented at the annual meeting of the National Science Teachers Association (21st, Detroit, March 30-April 3, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Science, Course Content, *Course Descriptions, Course Objectives, *Curriculum, Curriculum Development, Higher Education, *Science Courses, Science Education

This paper discusses a college-level course on contemporary topics in science offered to non-science majors at the State University College of New York. The authors examine the objectives, methods, and various student groupings utilized in the course, investigate why it has been successful, and make recommendations for courses of this nature. The major course objectives are: (1) to take an inter-disciplinary problem-centered approach to teaching and learning, (2) to identify and solve the problem in a humanistic way, and (3) to have students discover and use scientific literature in order to foster scientific literacy and informed decision making. Considerable emphasis is placed upon the practical aspects involved in offering the course, such as selection of topics, preparation, ways of dealing with current topics that continue to evolve, utilization of resource persons, and motivation. An appendix provides two lists of suggested topics for discussion. The first list consists of 36 items edited from student proposals, and the second provides 25 teacher-developed discussion topics. (JR)

ED 080 319

Binns, Richard W.

Patterns of Enquiry: Textual Analysis of a Classroom Discussion Unit on Bee Feeding Behaviour.

Ontario Inst. for Studies in Education, Toronto.

Pub Date Nov 72

Note—29p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biology, Course Content, *Course Evaluation, Curriculum Development, *Educational Research, Evaluation, Science Education, *Secondary School Science

Identifiers—*Patterns of Enquiry Project, Research Reports

This paper constitutes an analysis of "Honey Bee Communication: An Enquiry into Two Concepts of Animal Behavior," a unit of classroom discussion modules developed by the Patterns of Enquiry Project at the Ontario Institute for Studies in Education. The conceptual framework of the analysis consists of four major items: (1) descriptive characteristics, (2) theoretical orientation, (3) instructional orientation, and (4) comparison and evaluation. Various sections of the unit are analyzed, with particular reference to the goals and orientation of the unit, the structure and format of the textual materials, and suggested ways of using the unit. The textual analysis is directed toward the practical aspects of implementing an enquiry unit. In addition brief considerations concerning the philosophical basis of this approach are made. (Author/JR)

ED 080 320

Wentworth, Daniel F.

Devising Your Own Investigations Using Common Classroom and Household Materials.

Pub Date Apr 73

Note—7p.; Paper presented at the annual meeting of the National Science Teachers Association (21st, Detroit, Michigan, April 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary Grades, *Elementary School Science, *Instruction, *Instructional Materials, *Investigations, Resource Materials, *Science Activities, Science Education, Science Materials, Teaching Techniques

Many elementary classroom teachers must overcome the following problems in order to teach science effectively: (1) a lack of background in scientific concepts and general information; (2) a scarcity of science equipment and supplies on hand or insufficient funds to purchase them; (3) little basic knowledge of the skills, processes and attitudes that differentiate science as a body of knowledge from science as a way of finding out things. This paper suggests a

SE 016 260

teaching technique for overcoming these problems. A commonplace topic is chosen (such as footwear), and using student suggestions, a number of possible activities are compiled. A flow chart is provided outlining many suggested student activities relating to footwear. The "science" occurs in the methods devised by the children to investigate their suggestions. Small groups of children thoroughly plan how they will carry out their investigation, discuss their proposal with the teacher, and then collect their data. Results are presented to the class by a variety of means such as transparencies, the blackboard, and charts, and a class discussion and analysis should follow. Often these discussions lead to the need for a formal lesson presented by the teacher, and suggest new interesting topics and avenues of investigation to the students. (JR)

ED 080 321

Tyner, Ron And Others

Biology Curriculum, Munster Senior High School, Munster School District, Ind.

Pub Date [73]

Note—4p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biology, Curriculum, *Curriculum Development, *Individualized Curriculum, Individualized Instruction, Instruction, *Multimedia Instruction, Science Education, *Secondary School Science

This paper describes the biology program at Munster Senior High School, Munster, Indiana. It is an individualized curriculum utilizing a multi-sensory systems approach, and is presently taught by a team of three teachers and one para-professional to 458 general biology students and 36 advanced biology students. Each student must complete 24 units; however, students work at their own optimum rate, and credit for the course is issued on the basis of units completed rather than on the traditional time basis. At the conclusion of each unit, students participate in a seminar and are tested on the material. All laboratories, audio-visual presentations, and texts are given concurrently and continuously throughout the class period. After completing eight fundamental units, students may choose any 16 of 36 alternative units to complete the course requirement. This freedom of choice enables students to select material according to their particular interests and abilities, and allows for more complete individualization of the curriculum. (JR)

ED 080 322

Conradson, Diane R.

The Effect of Early Classroom Teaching Experience Upon the Attitudes and Performance of Science Teacher Candidates.

Pub Date Mar 73

Note—33p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (46th, Detroit, Michigan, March 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitude Tests, *Career Choice, Educational Research, Elementary School Teachers, Science Education, Secondary School Teachers, *Student Teaching, *Teacher Education, *Teaching Experience

Identifiers—Research Reports

Reported is a study on effects of early classroom teaching experience upon the attitudes and performance of teacher candidates from a student group primarily composed of science majors or minors. The subjects were paired mainly on their choice of a credential or noncredential program. One of each pair was randomly assigned to the experimental group and the other to the control group. An attitude inventory was given to both groups as a pretest and posttest. After taking the pretest, the experimental students were individually placed in the grade level and science area of their choice and spent a minimum of 3 hours per week in classroom for 12 weeks. Both elementary and secondary classes were involved in the study. The classroom assignment was observation, tutoring, small group teaching, developing and teaching one or two complete lectures or labs, and aiding master teachers. The experimental group also discussed their attitudes toward teaching career and received an evaluation by master teachers. The overall attitude changes were found to be statistically significant. The career decision and attitude development

108 Document Resumes

were independent of age, sex, class level, or grade point average. A realistic view of teaching was obtained by the experimental group. (CC)

ED 080 323 SE 016 334

Davis, James Taylor

An Assessment of Changes in Science Instruction and Science Facilities Initiated by NDEA Title III Funds Used for High School Science in Tennessee Between 1965 - 1970.

Pub Date 72

Note—141p.; Ed.D. Dissertation, The University of Tennessee

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-2439 Microfilm-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Educational Finance, Educational Research, Instruction, *School Funds, *Science Facilities, *Secondary School Science, Surveys

Identifiers—NDEA Title III, Research Reports

In this investigation, questionnaires were sent to 64 selected urban and rural high schools that were participating in the NDEA Title III science programs. The study revealed that Title III funds were responsible for the improvement of science laboratories, teaching materials and equipment, and the educational advancement of teachers. New courses had been added to the curriculum, some course offerings changed from one designated grade level to another, ecology and environmental concepts had been added to the life sciences, there were more laboratory exercises provided, and student interest and enrollment increased. It was also noted that equipment maintenance problems had increased, there was a need for securing greater safety in the laboratory, and science inventory systems needed improvement. The greatest expenditure of Title III science funds was in the area of biological sciences, with physics receiving the least. (JR)

ED 080 324 SE 016 339

Garigliano, Leonard Joseph

The Relation of Wait-Time to Student Behaviors in Science Curriculum Improvement Study Lessons.

Pub Date 72

Note—128p.; Ed.D. Dissertation, Columbia University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-2595 Microfilm-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, Elementary School Science, Instruction, *Questioning Techniques, *Science Education, *Student Behavior, *Teaching Procedures

Identifiers—Research Reports, *Science Curriculum Improvement Study (SCIS)

Post studies have indicated the existence of a fast questioning pace with teachers allowing very little "think-space" as they ask questions, present materials, and respond to students. Descriptive studies indicate that the average wait-time in classrooms is between one and two seconds. The problem of this study was to determine the effects of wait-time on the number of: (1) content-oriented student solicitations, (2) inflected responses, (3) pupil-pupil interactions, and (4) "I don't know" responses. Also studied was the length of student response. The population used in the study consisted of 33 elementary teachers involved in teaching the Science Curriculum Improvement Study (SCIS). Group I, the experimental group, received wait-time training. Group II functioned as a control, and Group III was a placebo group that made only one tape recording per subject. Results indicated that experimental teachers were able to increase their wait-times in all categories considered but did not achieve a 3-5 second criterion. With the exception of longer student responses, dependent variables did not reach statistically significant levels under the slightly slower paced schedule achieved by the experimental group. (Author/JR)

ED 080 325 SE 016 389

Grunau, Harold Henry

An Experimental Study of the Effects of a Preservice Elementary Science Curriculum Innovation on Selected Measures of Teacher and Pupil Performance.

Pub Date 72

Note—217p.; Ph.D. Dissertation, Michigan State University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-12,722 Microfilm-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Educational Research, *Elementary School Science, Instruction, *Preservice Education, *Questioning Techniques, *Science Education, Teacher Attitudes, *Teacher Education

Identifiers—Research Reports

Reported is a comparison of the effectiveness of two instructional methods of preservice elementary teachers in teaching science as well as a comparison of the relationships of initial attitudes toward teaching science and science process skill competencies to initial teaching behaviors. Forty lower elementary preservice teachers were randomly assigned to either an instructional method designed to improve the skills of observing, classifying, and inferring, or to an instructional method designed to improve directly the teachers' ability to elicit these behaviors in children by questioning. Measures of pre- and post-instructional attitude and of behavior during science teaching were made. Results indicated that even prior to instructional treatment, teachers performed a range of desirable behaviors including a high question complexity level, and that knowledge of the processes of science had precedence over attitude toward teaching of science. There were no significant differences in the effects of the two instructional treatments. The Process Questioning Strategies instructional method was effective in reducing the amount of teacher controlled silence including use of demonstrations. The Process Skill instructional method by itself was effective in increasing the proportion of time teachers devoted to questioning and allowing student response. (EB)

ED 080 326 SE 016 391

Nieft, Jerry Wayne

The Effects of an Individualized, Self-Paced Science Program on Selected Teacher, Classroom, and Student Variables - ISCS Level One.

Pub Date 72

Note—224p.; Ph.D. Dissertation, University of Kansas

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-11,933 Microfilm-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Doctoral Theses, Educational Research, Individualized Instruction, *Inservice Education, *Instruction, *Science Education, *Student Attitudes, *Teacher Education, Teaching Procedures

Identifiers—Research Reports

Reported is an assessment of the effectiveness of Intermediate Science Curriculum Study (ISCS) Level I materials on student achievement, student attitudes toward science and student perceptions of teachers. The students of teachers from an ISCS inservice institute and six non-institute participants were administered: (1) the "Student Inventory" which measured student perceived teacher warmth, demand, and use of intrinsic motivation; (2) the "Classroom Activity Checklist" measuring student perceived teacher roles, student participation, use of textbooks and references, design and use of examinations, and laboratory activities; (3) the "Scientific Attitude Inventory;" and (4) a set of author-made achievement tests. The study revealed that ISCS Level I materials performed as expected with regard to changes in the character of classroom activity. Contrary to expectations, however, no significant differences were found between gain scores of the two groups on the Student Inventory or on the Scientific Attitude Inventory. (EB)

ED 080 327 SE 016 392

Parker, Joseph Samuel, Jr.

Development of a Textbook and Learning Operations in Life Science for Elementary Education Majors at North Carolina Central University.

Pub Date 72

Note—79p.; Ed.D. Dissertation, Duke University

Available from—University Microfilms, 300 North Zeeb Road, Ann Arbor, Michigan 48106 (Order No. 73-6590 Microfilm-\$4.00 Xerography-\$10.00)

Document Not Available from EDRS.

Descriptors—*Biological Sciences, *College Science, Curriculum Development, Doctoral Theses, Educational Research, Elementary School Science, *Elementary School Teachers, *Science Education, *Teacher Education

Identifiers—Research Reports

This project was based upon the need to develop a science curriculum program specifically designed for elementary education students. A program of classroom and field operations in life sciences, designed to provide minimum preparation for a prospective teacher on a self-contained classroom was developed. It portrayed life science as a "doing" subject. Evaluation of the course was based on the degree of improvement in knowledge of basic biology as measured, pre and post, by the Nelson Biology Test after a nine-week summer session. Students in the "Life Science" program made significantly larger gains than did those in the control group. (EB)

ED 080 328 SE 016 406

Underwood, Evelyn, Ed. And Others

Drop-In Mathematics.

Arkansas State Dept. of Education, Little Rock. Spans Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 72

Note—264p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Curriculum, *Grade 9, Instruction, *Instructional Materials, Mathematical Applications, Mathematics Education, Measurement, Number Concepts, Number Systems, *Secondary School Mathematics, *Workbooks

Identifiers—*General Mathematics

This material, organized in a workbook format, was developed to be used with the non-college bound, lower one-third of the ninth-grade student population. Topics covered are flowcharts, set theory, number systems (natural numbers, whole numbers, integers, and rationals), number operations, percentage, measurement, finance, geometric constructions, statistics, and number bases. For the teacher's manual, see SE 016 407. (DT)

ED 080 329 SE 016 407

Drop-In Mathematics, Teacher's Manual.

Arkansas State Dept. of Education, Little Rock. Spans Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 72

Note—145p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Curriculum, *Grade 9, Instruction, *Instructional Materials, Mathematics Education, *Secondary School Mathematics, *Teaching Guides, Teaching Techniques

Identifiers—*General Mathematics

This teacher's manual accompanying the ninth-grade general mathematics workbook, Drop-In Mathematics, states objectives for each of the topics covered, suggests teaching methods, lists resource materials, and provides an answer key for problems in the text. Enrichment activities are included in the appendix. For student materials, see SE 016 406. (DT)

ED 080 330 SE 016 420

Math and Science 1967-68, Volume II, Project "Interweave", End of Project Report.

East Maine School District 63, Niles, Ill.

Pub Date 68

Note—410p.

Available from—ERIC/SMAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Curriculum, *Elementary School Mathematics, *Elementary School Science, *Inservice Teacher Education, Instruction, *Instructional Materials, Mathematics Education, Program Descriptions, Science Education, Teacher Education

This document contains materials given to teachers participating in an inservice program aimed at helping them teach topics in modern mathematics and science. The mathematics portion of the project was a series of 11 television programs introducing the topics of equations, number lines, operations, functions, centimeter blocks, lattices, brackets, and graphing. Demonstration classes being taught these topics were also shown in the telecasts. The materials included in this document are bulletins which sum-

marize the mathematical content presented in each program and which provide a record of inservice meetings held after each program had been viewed by the participating teachers. The science portion of the project was a series of 11 television programs covering the topics of teaching techniques (with an emphasis on inquiry and discovery style), the skills of science (Observation, investigation, organization, and application), and ways to motivate students. A summary of each program and materials given to teachers in follow-up sessions are included. For more of the materials used in the inservice program, see SE 016 421. [Not available in hardcopy due to marginal legibility of original document.] (DT)

ED 080 331 SE 016 421
Film Packages, Math and Science, Volume V, Project "Interweave", End of Project Report.
 East Maine School District 63, Niles, Ill.
 Pub Date 68
 Note—485p.

Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Curriculum, *Elementary School Mathematics, *Elementary School Science, *Inservice Teacher Education, Instruction, *Instructional Materials, Mathematics Education, Program Descriptions, Science Education, Teacher Education

This document contains the materials used in an inservice program aimed at helping teachers with topics in mathematics and science. For each of the 11 mathematics programs there is a paper describing the recommended inservice format to be used, an outline of the film being presented, and a series of activity sheets for teachers which include mathematics problems, answers, and supplementary reading. The topics covered are equations, number lines, operations, functions, centimeter blocks, lattices, brackets, and graphing. Similarly, for each of the 11 science programs there is a paper listing the purpose, introductory activities, program overview, and follow-up activities; worksheets used by the teachers; and papers providing supplementary reading. Topics cover teaching techniques, the skills of science, and ways to motivate students. See SE 016 420 for other materials used in the inservice program. [Not available in hardcopy due to marginal legibility of original document.] (DT)

ED 080 332 SE 016 427
Rhoden, Bruce
Learning Activity Package, Biology, LAPs 12, 13, 15, 17, and 18.
 Ninety Six High School, S. C.
 Pub Date [73]
 Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biology, Curriculum, *Individualized Instruction, Instructional Materials, Science Activities, Science Education, *Science Units, *Secondary School Science, *Teacher Developed Materials, Units of Study (Subject Fields)

Included is a set of five teacher-prepared Learning Activity Packages (LAPs) for individualized instruction in topics in biology. The units cover the topics of individuals and populations, communities and ecosystems, diversity, plant functions, and animal functions. Each unit contains a rationale for the material; a list of behavioral objectives for the unit; a list of resources including texts (specifying reading assignments) and visual materials; activities, including laboratories when appropriate; a depth study; and a self-evaluation test. For other documents in this series, see SE 016 428. (JR)

ED 080 333 SE 016 428
Rhoden, Bruce
Learning Activity Package, Biology, LAPs 20, 30, 31, 32, and 33.
 Ninety Six High School, S. C.
 Pub Date [73]
 Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biology, Curriculum, *Individualized Instruction, Instructional Materials, Science Activities, Science Education, *Science Units, *Secondary School Science, *Teacher Developed Materials, Units of Study (Subject Fields)

Included is a set of five teacher-prepared Learning Activity Packages (LAPs) for individualized instruction in topics in biology. The units cover the topics of genetic continuity, methods of investigation, cell biology, genetics, and animal physiology. Each unit contains a rationale for the material; a list of behavioral objectives for the unit; a list of resources including texts (specifying reading assignments) and visual materials; activities, including laboratories when appropriate; a depth study; and a self-evaluation test. For other documents in this series, see SE 016 427. (JR)

ED 080 334 SE 016 435
Shrigley, Robert L.

The Correlation of Science Attitude and Science Knowledge of Preservice Elementary Teachers.
 Pub Date Mar 73

Note—13p.; Paper presented at the annual meeting of the National Science Teachers Association (21st, Detroit, Michigan, March 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cognitive Development, Educational Research, *Elementary School Teachers, *Preservice Education, Science Education, *Science Teachers, *Student Science Interests, *Teacher Attitudes

Identifiers—Research Reports

Reported is a study based on the assumptions that the attitude of elementary-age pupils toward the psychological object, science, affects cognitive learnings in science, that pupil's attitude toward science is affected by his teacher's attitude toward science, and that the teacher's attitude is affected by his knowledge of the subject. The study was done to assess the correlation of the two variables, science knowledge and science attitude of third year preservice elementary teachers. The population for this study was 92 third year elementary education majors enrolled in a science education course. The subjects had completed at least four university science courses. The Science From Concepts Achievement Test (SFCAT) was modified for use in assessing the science achievement level of the preservice teachers and the Science Attitude Scale for Preservice Elementary Teachers was used to measure the science attitude. The Pearson product-moment correlation coefficient was used to establish the relationship of the two variables. The correlation was low. The author stated that this study weakens the assumption that a teacher's cognition level in science affects his attitude toward the subject. He suggests that teacher educators should explore other variables in addition to that of science knowledge as a means of improving the attitude of preservice teachers toward science. (EB)

ED 080 335 SE 016 436
Funaro, George J.
Interpersonal Communication and the Science Classroom.
 Pub Date Mar 73

Note—7p.; Paper presented at the annual meeting of the National Science Teachers Association (21st, Detroit, Michigan, March 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Humanities, *Interpersonal Relationship, *Opinions, Science Education, *Science Teachers, Teacher Attitudes, *Teacher Behavior, Teacher Role

Based on the assumption that most science teachers are fairly comfortable and well informed in the cognitive area, the author concentrates on the presentation of man as an emotional and a feeling creature. An attempt is made to describe how perceptions, values, and feelings affect him and how he attempts to protect or reveal himself. In relation to his contact with students, he concludes that the classroom is, before anything else, a place where human beings come together to learn about themselves and the world they live in. If it is to accomplish these purposes, then it must be something more than a microcosm of life - a setting supportive of the development of humanness - an environment of emotional involvement where both student and teacher risk the exposure of real feelings and values in a mutual effort to enhance the quality of human interaction. (Author/EB)

ED 080 336 SE 016 439
Oberlin, Lynn
Teaching Science Education in Florida's New Elementary Programs.
 Pub Date Mar 73

Note—16p.; Paper presented at the annual meeting of the National Science Teachers Association (21st, Detroit, Michigan, March 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary School Science, *Science Education, *Science Teachers, *Teacher Education, *Teacher Education Curriculum, Teacher Improvement

Described is an experimental program for elementary education and early childhood education at the University of Florida. The program is based on ten years of research and on four major assumptions: (1) learning is made personally meaningful and relevant, (2) learning is adjusted to the rate and needs of the individual, (3) there is a great deal of self direction, and (4) there is a close relationship between theory and practice. The New Elementary Program (NEP), now renamed Childhood Education Program (CEP), consists of a Seminar, considered the heart of the program, Field Experience, Substantive Panel which is built around the learning activities which students are to complete, and Evaluation. The Science Education component sets a requirement of six learning activities in science. Included are: (1) attendance at Science Orientation Sessions and demonstrate competence in science content, (2) learn to use the Science Teacher Observation Rating Form (STORF) and demonstrate competence observing two taped situations, (3) learn about such programs as AAAS, ESS, SCIS, and perform activities from these, (4) develop and plan materials, (5) carry out laboratory investigations in the various sciences, and (6) demonstrate an understanding of the "Processes of Science." The program is considered much stronger than the traditional program. (EB)

ED 080 337 SE 016 459
The Oxides of Nitrogen in Air Pollution.

California State Air Resources Board, Sacramento.

Pub Date Jan 66

Note—115p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Air Pollution Control, Chemical Reactions, Environmental Influences, Motor Vehicles, *Oxidation, Research, *Special Health Problems, Statistical Data, *Technical Reports

Identifiers—California, *Nitrogen, Research Reports

Research on the health effects of oxides of nitrogen and on the role of oxides of nitrogen in producing photochemical smog effects is presented in this report. Prepared by the California State Department of Public Health at the request of the State Legislature, it gives a comprehensive review of available information, as well as the need for air quality and motor vehicle emission standards for oxides of nitrogen. Chapters are titled: The Oxides of Nitrogen and Their Formation, Oxides of Nitrogen from Motor Vehicles, Oxides of Nitrogen from Stationary Sources, Increases in Oxides of Nitrogen Emissions, Oxides of Nitrogen in the Atmosphere, Color Effects of Nitrogen Dioxide in the Atmosphere, Phytotoxicity of Nitrogen Dioxide, Photochemical Effects of Nitrogen Oxides, and Biologic Effects of Nitrogen Dioxide. Summary statements indicate that oxides of nitrogen play an important role in California's air pollution problems. Also, since increases in oxides of nitrogen emissions and nitrogen dioxide concentrations are expected, it is important to consider the direct effects of nitrogen dioxide on health, vegetation, and color of the atmosphere, as well as the photochemical smog effects. Numerous charts, diagrams, and figures are used to support the data. (BL)

ED 080 338 SE 016 460
Lead in the Environment and Its Effects on Humans.

California State Air Resources Board, Sacramento.; California State Dept. of Public Health, Berkeley.

Pub Date Mar 67

Note—85p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Air Pollution Control, *Ecological Factors, Environment, *Pollution, Public Health, *Special Health Problems, Statistical Data, *Technical Reports

Identifiers—California, *Lead, Research Reports

In 1966, the California State Department of Public Health was directed to report on lead contamination of the environment and its effects on the people of California. As a result, this report

represents information on the sources, occurrence, and distribution of lead in the environment; on studies conducted by the Department; on body burdens of lead in the population; on the state of knowledge of effects of lead on humans; and on the need for additional information to answer questions that now exist on the effects of lead on humans. It is pointed out that while much is known about the toxicity of airborne lead at high concentrations, there is disagreement concerning the biochemical effects at the lower concentrations found in the atmosphere over urban areas and on sensitive groups in the population. Studies have shown, however, the deposition of lead in the body is related to the intake by inhalation of airborne lead and the ingestion of lead in foods, beverages, and water. While there is not a consensus on the health consequences of the lead deposited in the body, it is widely believed that an increase is undesirable. Numerous charts, diagrams, and figures support the data. (BL)

ED 080 339 SE 016 461

Colorado Air Quality Control Regulations and Ambient Air Quality Standards.

Colorado State Dept. of Health, Denver. Div. of Air Pollution Control.

Pub Date 72

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Air Pollution Control, Chemical Reactions, *Environmental Criteria, Fuels, Matter, Pollution, *Standards
Identifiers—*Colorado

Regulations and standards relative to air quality control in Colorado are defined in this publication. Presented first are definitions of terms, a statement of intent, and general provisions applicable to all emission control regulations adopted by the Colorado Air Pollution Control Commission. Following this, three regulations are enumerated: (1) Emission Control Regulations for Particulates (fuel-burning equipment, refuse-burning equipment, manufacturing processes, and fugitive dust), Smoke (stationary air contamination sources, transportation sources, and open burning), and Sulfur Oxides (ground level concentrations, source emission concentrations, method of measurement, and related compounds containing sulfur in oxidized states); (2) Odor Emission Regulations; and (3) Regulations Governing Authority to Construct and Permit to Operate (air contamination sources). In addition, ambient air standards for the metropolitan Denver air quality control region, air quality control areas, and the State of Colorado, concerning suspended particulate matter and sulfur dioxide, are listed. (BL)

ED 080 340 SE 016 462

Addresses and Reports, Annual Meeting of the National Science Teachers Association (21st, Detroit, Michigan, March 30 - April 3, 1973).

National Science Teachers Association, Washington, D.C.

Pub Date 73

Note—131p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Abstracts, *Conference Reports, Conferences, Discussion Groups, *Reports, Resource Materials, *Science Education, *Speeches, Symposia

Identifiers—*National Science Teachers Association

This publication is a compilation of the addresses and reports presented at the twenty-first annual meeting of the National Science Teachers Association (NSTA) held at Detroit, Michigan, in 1973. The materials were assembled from advance texts and abstracts presented by the program speakers and from on-the-spot reports from many of the panel sessions. The speeches delivered at the luncheon, banquet, and general sessions are presented in full. Complete reports and synopses are provided for the concurrent sessions of the Association for the Education of Teachers in Science, the Council for Elementary Science International, the National Science Supervisors Association, and for the NSTA concurrent panels and symposia. Abstracts of the NSTA-Sunoco science seminars and other papers contributed at group sessions during the conference are also included. (JR)

ED 080 341 SE 016 463

A State Plan for Environmental Education for the Citizens of Minnesota.

Minnesota Environmental Education Council, St. Paul.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Programs, *Environmental Education, *Master Plans, Organization, Statewide Planning
Identifiers—*Minnesota

A comprehensive plan for environmental education in Minnesota is developed in this report. Organizational recommendations are defined first, indicating the need for an organizational structure, one consisting of eight regional environmental education commissions and one state environmental education planning-coordinating council. The commissions and council composition, duties, authorities, boundaries, and interdepartmental relationships are all enumerated. Recommendations for implementing environmental education programs through both formal and non-formal educational processes are also included. Methods and procedures which may be utilized in the various programs are suggested for: grades K-12, non-disciplinary curriculums, in-service teacher training, pre-service teacher training, post-high school institutions, non-formal community education, pre-kindergarten education, voluntary organizations, religious education programs, business/industry/labor organizations, and governmental units. In addition, an effective system of communication is advocated and described together with state-level administrative recommendations. Overall, the plan has its foundation at the local and regional levels, determining priorities and methods for implementing community-wide programs. But it calls on state government to provide the organization and material resources which will allow meaningful programs to occur. (BL)

ED 080 342 SE 016 474

Foster, Albert B.

Approved Practices in Soil Conservation.

Pub Date 73

Note—497p.

Available from—Interstate Printers & Publishers, Danville, Illinois (No price quoted)

Document Not Available from EDRS.

Descriptors—*Conservation Education, Farm Management, *Land Use, *Methods, Natural Resources, *Soil Conservation, Soil Science, *Techniques, Technology, Water Resources

This book is written for individuals who wish to apply conservation practices, especially those of soil and water conservation, without technical assistance, to meet one's own conditions, and within his own capability to apply them. To meet these needs, the book includes a discussion and description of the soil and water conservation methods for the small operator while at the same time recognizing the changes that have been brought about through improved technology and by larger and more complex farm equipment. The range of topics covered include: Using Land Within Its Capability, Using Cropping Systems that Conserve Soil and Water, Engineering Instruments, Calculating the Runoff From a Watershed, Grassed Waterways and Outlets, Farming on the Contour, Contour Fences, Strip Crop Farming, Laying Out and Constructing Terraces and Diversions, Minimum Tillage, Laying Out and Constructing Ponds, Preventing and Healing Gullies, Controlling Erosion on Construction Sites, Controlling Sandblows, Planting Shelterbelts, Managing Farm Woodlands, Managing Land for Wildlife, Improving and Managing Pastures and Ranges, Laying Out and Constructing Farm Drainage, Conservation Irrigation, and Using Land for Recreation. Many diagrams, charts, and pictures are found throughout and a large glossary of terms concludes the work. (BL)

ED 080 343 SE 016 478

Meetham, A. R.

Atmospheric Pollution: Its Origins and Prevention.

Pub Date 64

Note—301p.; Third Revised Edition

Available from—Pergamon Press Inc., 122 East 55th Street, New York, New York (No price quoted)

Document Not Available from EDRS.

Descriptors—*Air Pollution Control, Chemical Reactions, *Ecological Factors, Environment, *Exhausting, Fuel Consumption, *Fuels, Pollution, *Technology, Waste Disposal

Although atmospheric pollution can be reduced or eliminated in many different ways, each way involves questions of economics, the time factor, availability of materials, priority over other urgent reforms, and individual and social psychology. To provide a basis for consideration of these questions, this book gives information not only about the measurement, distribution, and effects of atmospheric pollution, but also goes into detail about fuel, fuel-burning appliances, industrial processes, and domestic requirements. The first eight chapters deal with fuels, furnaces, and fires: (1) Origin of Fuel, (2) Natural Solid Fuels, (3) Mineral Oils and Gases, (4) Manufactured Fuels, (5) Industrial Boilers, (6) Power and Electricity, (7) Industrial Furnaces, and (8) Domestic Heat Services. The five following chapters are given to a study of the properties of atmospheric pollution: (9) Atmospheric Pollution, (10) Measurement of Atmospheric Pollution, (11) Distribution of Pollution, (12) Changes in Pollution, and (13) Effects of Pollution. Remedial measures are considered in Prevention of Atmospheric Pollution. The last chapter is an account of the law in England and in other countries insofar as it concerns atmospheric pollution. Written with a semi-technical approach, the book is for professional people—public health officers, architects, engineers, meteorologists, legislators, city councilors, boiler operators, and builders. (BL)

ED 080 344 SE 016 495

Teacher Resource Guide, Project ECO.

Ames Public Schools, Iowa.

Pub Date [73]

Note—193p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Ecology, Elementary Grades, Environmental Education, *Field Studies, Instructional Materials, *Lesson Plans, *Natural Resources, *Outdoor Education, Science Activities, Secondary Grades, *Teaching Guides

More than 100 outdoor education and field science projects are compiled in this teacher's resource book. Designed for use in grades K-9, the activities cover the areas of field taxonomy, laboratory taxonomy, autecology, synecology, adaptation, economic biology, conservation, museum methods, culturing, zoo keeping, gardening, and woodcraft. Each project designates the topic (community relationships, life forms, soils, water, air, fossils, or you in your environment), suggested grade level, locality, activity or problem, background needed, specific objective, anticipated outcomes (concepts), procedure, materials needed, and suggested evaluation. Supplemental activities in art, social studies, language arts, mathematics, and science are listed but not explained in detail together with a large booklist. Teacher responsibilities for preparing field trips and using facilities are also explained and program evaluation questions are suggested. (BL)

ED 080 345 88 SE 016 496

Driscoll, Andrew L. And Others

A Model Marine Science Laboratory, North Kitsap Marine Environmental Center.

North Kitsap School District 400, Poulso, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date 15 Sep 72

Note—72p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biology, *Instructional Programs, *Laboratories, *Marine Biology, Program Descriptions, Reports, *Science Education, Science Facilities, Science Laboratories, *Science Teaching Centers

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The project had two overall goals: (1) to establish and maintain a model marine science facility to be used as a teaching station and a base for research; and (2) to increase student and public awareness about the oceans and the important role they will play in man's future. The project served all the school districts in Kitsap County (Washington) and more than 8,000 students from all grade levels participated. The report discusses the context in which the project was developed, provides a program description and budget statement, and outlines the procedures used in organization and instruction. Also included is a detailed discussion of an evaluation of the program, which indicated that

students did significantly gain in their knowledge about the sea and the people who work with it. The report concludes with recommendations for the future, and an appendix which provides a sample of activities and materials used in the marine science instructional program. This work was prepared under an ESEA Title III contract. (JR)

ED 080 346 SE 016 521

Unit: Polymers, Inspection Pack, National Trial Print.

Australian Science Education Project, Toorak, Victoria.

Pub Date Mar 73

Note—50p.

Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—*Chemistry, Curriculum Guides, Instructional Materials, Resource Materials, *Science Activities, *Science Course Improvement Project, Secondary School Science, Teaching Guides, *Units of Study (Subject Fields)

Identifiers—*Australian Science Education Project

This unit is one of a series developed by the Australian Science Education Project (ASEP) for use by students at the junior secondary level (grades 7-10) in Australian schools. The unit is a trial version dealing with polymers, and may be used independently or integrated into a sequential program with other units. All students complete the activities in the core section of the unit, and then select from six optional sections according to their interests and levels of cognitive development. This allows students to progress at different rates and at different levels of operation. The basic aim of the unit is to acquaint students with the great variety of polymers that play a part in their lives. Wherever possible, first-hand experience is gained through student activities and experiments. Many synthetic polymers (such as plastics and fibers) are examined, and the natural polymers casein, wool, and rubber are briefly described. A Teacher's Guide provides an overview of the unit, summaries and possible outcomes of each section, references and audiovisual materials, and relates the core and each optional section to the appropriate reading levels and stages of development of the students. (JR)

ED 080 347 SE 016 522

Unit: Solar Energy, Inspection Pack, National Trial Print.

Australian Science Education Project, Toorak, Victoria.

Pub Date Mar 73

Note—60p.

Available from—ERIC/SMEAC, Ohio State University, 400 Lincoln Tower, Columbus, Ohio 43210 (on loan)

Document Not Available from EDRS.

Descriptors—Curriculum Guides, Instructional Materials, *Physics, Resource Materials, *Science Activities, *Science Course Improvement Project, Secondary School Science, Teaching Guides, *Units of Study (Subject Fields)

Identifiers—*Australian Science Education Project

This unit is one of a series developed by the Australian Science Education Project (ASEP) for use by students at the junior secondary level (grades 7-10) in Australian schools. The unit is a trial version dealing with solar energy, and may be used independently or integrated into a sequential program with other units. All students complete the activities in the core section of the unit, and then select from seven optional sections according to their interests and levels of cognitive development. This allows students to progress at different rates and at different levels of operation. The unit is designed to acquaint students with the importance of radiant energy from the sun as the original source of most of the earth's available energy. Topics such as energy transformation, the spectrum, photosynthesis, the role of the earth's atmosphere, uses of solar energy, and the earth's limited energy resources are covered. Wherever possible, first-hand experience is gained through student activities and experiments. A Teacher's Guide provides an overview of the unit, an equipment list, references and audiovisual materials, summarizes the objectives, and relates the core

and each optional section to the appropriate reading levels and stages of development of the students. (JR)

ED 080 348 SE 016 524

Hershey, John T., Ed. And Others

A Curriculum Activities Guide to Solid Waste and Environmental Studies.

Project KARE, Blue Bell, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date 73

Grant—OEG-0-72-5105

Note—312p.

Available from—Institute for Environmental Education, 8911 Euclid Avenue, Cleveland, Ohio 44106

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Curriculum Guides, Elementary Grades, Environment, *Environmental Education, Instructional Materials, *Learning Activities, Perception, *Problem Solving, Secondary Grades, Student Research, *Wastes

This book is the first in a series of four books emphasizing student-oriented problem solving related to environmental matters. It is divided into three activity levels: awareness, transitional, and operational. The activity sequence is designed to motivate students toward a concern for environmental quality, take action related to particular problems or concerns, and provide background for in-depth, on-going problem investigations. Process-skills dealt with at the awareness level include observation of solid waste sources and components, categorizing of solid-waste problems, qualitative comparisons, measuring the magnitude of the problem, inferring, and questioning. Each activity identifies the situation and notes open-ended questions, equipment needed, procedure, past studies, limitations, and a bibliography. Transitional activities focus on real problems of the community and involve students in predicting, data collection, data processing, data evaluation, and formulation of hypotheses. Economic, political, social, scientific, technological, and legal factors are considered. Activity format is the same. Operational activities extend those of the first two levels. Four approaches to problem solving are presented: simulation, contract projects, debating, and modeling situations. A bibliography and glossary are appended. Related documents are SE 016 525 and SE 016 614. (BL)

ED 080 349 SE 016 525

Hershey, John T., Ed. And Others

A Curriculum Activities Guide to Population and Environmental Studies.

Project KARE, Blue Bell, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date 73

Grant—OEG-0-72-5105

Note—197p.

Available from—Institute for Environmental Education, 8911 Euclid Avenue, Cleveland, Ohio 44106

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Guides, Elementary Grades, *Environmental Education, Instructional Materials, *Learning Activities, Perception, *Population Education, *Problem Solving, Secondary Grades, Student Research

This book is the second in a series of four books emphasizing student-oriented problem solving related to environmental matters. It is divided into three activity levels: awareness, transitional, and operational. The activity sequence is designed to motivate students toward a concern for environmental quality, take action related to particular problems or concerns, and provide background for in-depth, on-going problem investigations. Population awareness is developed through study of (1) density, distribution, and diversity, (2) food, clothing, and shelter, and (3) political and social factors. Process-skills emphasize observation, data collection, data recording, and making inferences and predictions based on recorded observations. Each activity identifies the situation and notes open-ended questions, equipment needed, procedure, past studies, limitations, and a biography. Transitional activities focus on real problems of the community and extend those of the first level in each of the three study areas. Economic, political,

social, scientific, technological, aesthetic, and legal factors are considered. Activity format is the same. Operational activities are an outgrowth of the first two levels. Four approaches to problem solving are presented. They are: simulation, contract projects, debating, and modeling situations. Related documents are SE 016 524 and SE 016 614. (BL)

ED 080 350 SE 016 572

Perkes, Albert Cordell

A Survey of Environmental Knowledge and Attitudes of Tenth and Twelfth Grade Students From Five Great Lakes and Six Far Western States.

Pub Date 73

Note—208p.; Ph.D. Dissertation, Ohio State University

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Doctoral Theses, *Educational Research, *Environmental Education, Grade 10, Grade 12, *Knowledge Level, National Surveys, *Secondary School Science, *Student Attitudes

Identifiers—Research Reports

The purpose of this study was to acquire baseline data about students' environmental knowledge and attitudes and to study the relationships of attitudes and knowledge to variables that would be of interest in evaluative measures. Three forms of an inventory were developed to test knowledge of specific facts and general concepts of the environment, as well as attitudes about certain aspects of the environment. The inventories were administered to 10,264 students in 199 schools located in 11 states of the mid-west and far-west. Results indicated that males scored significantly higher than females on items requiring knowledge of facts, but not on items dealing with general environmental concepts. Twelfth grade students scored significantly higher than tenth grade students on the environmental concept items, but not on the items requiring knowledge of environmental facts. In regard to attitudes, differences were found based on sex and grade level. The size of the community and the state of residence were found to be positively related to what was considered to be the major environmental concern in the community. Californian respondents selected air pollution, those in Wisconsin were more concerned with water pollution, and in Hawaii land use was considered to be of greatest importance. (JR)

ED 080 351 SE 016 576

Sells, Lucy W.

High School Math as the Critical Filter in the Job Market.

Pub Date 31 Mar 73

Note—6p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Aspiration, Attitudes, Higher Education, *Mathematics Education, Research, *Secondary School Mathematics, *Sex Differences, *Student Characteristics, Surveys

Identifiers—Research Reports

Two limited studies are reported: (1) a pilot test of sex differences in high school math preparation, and (2) a pilot study of attitudes toward mathematics. The first was a random sample of 81 college applicants (42 boys, 39 girls) which showed that 57 percent of the boys took four years of high school mathematics compared to 8 percent of the girls. The second study summarizes responses on a questionnaire distributed to 38 upper division social science students. Results showed a statistically significant relationship between social support from teachers, parents, and peers and the pursuit of advanced mathematics courses in high school, and between social support and performance. Responses to the survey question of factors influencing student interest and aptitude for mathematics are included. (DT)

ED 080 352 SE 016 577

Butts, David P.

Performance Objectives - Necessary or Superfluous.

Pub Date 2 Apr 73

Note—8p.; Paper presented at the annual meeting of the National Science Teachers Association (21st, Detroit, Michigan, March 30-April 3, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, Educational Objectives, Evaluation, *Instruction, *Objectives, Performance, *Speeches, Teaching Methods

This paper discusses the nature and usefulness of performance objectives, and asserts that they can be springboards or coffin lids depending upon the intent of the user. Performance objectives facilitate: (1) directions for the learning context, (2) selecting learning opportunities, (3) fitting the learning context to the learner, and (4) assessing success. They force the teacher to be clearer and more specific in intentional outcomes which result in the teacher having a greater insight into the total tasks, and they help both the teacher and student to spot trivia in the learning context. Performance objectives provide clear goals and help to focus on the consequences or matter of the learning context rather than on the manner. Perhaps their greatest impact is in helping to fit the learning context to the individual child. Personalizing learning means greater freedom for the child to decide pace, style and substance of his learning. With performance objectives, a greater clarity and mutual understanding about the intent of the learning context between the teacher and the student is possible. In assessing student success performance objectives are also used, since judgment is based upon observable behavior. (JR)

ED 080 353 SE 016 578

Wolfe, T. J. E.
Creative Synthesis: Designing a Junior High School Science Program.

Pub Date Mar 73

Note—11p.; Paper presented at the annual meeting of the National Science Teachers Association (21st, Detroit, Michigan, March 30-April 3, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conceptual Schemes, *Curriculum Design, Curriculum Development, *Curriculum Planning, *Junior High Schools, *Science Curriculum, *Science Education, Scientific Literacy, Secondary School Science, Thematic Approach

This paper outlines a set of procedures for designing a science program for students at the junior high school level. A flow chart provides an overview of the curriculum design, and brief notes are given to clarify the procedures to be taken at each stage on the chart. Programs designed in this manner should fit into a larger framework of science offerings carefully planned for grades K-14, and should contribute to the principal purpose of science education by developing scientific literacy in future citizens. Six components basic to scientific literacy are listed. In designing a science curriculum, it is suggested that the five approaches outlined by the Ontario Ministry of Education should be considered. These approaches provide structure to the course according to: (1) the discipline, (2) conceptual schemes, (3) domains, (4) themes, and (5) processes of science. Examples of the conceptual schemes approach, the domain approach, and the theme approach are discussed in some detail, and in each case flow charts are provided to illustrate the procedural steps in structuring a science unit. (JR)

ED 080 354 SE 016 579

Moore, John N.

Origins of Life: A Current Controversy.

Pub Date Mar 73

Note—8p.; Paper presented at the annual meeting of the National Science Teachers Association (21st, Detroit, Michigan, March 30-April 3, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attitudes, Beliefs, *Biology, *Educational Objectives, Educational Philosophy, *Evolution, *Instruction, *Science Education, Scientific Attitudes

This paper advocates that a creation model, as well as an evolution model, should be presented to students when discussing the origins of life. The author argues that the traditional evidence supporting evolution is circumstantial in nature, whereas a major prediction from the creation model (that gaps exist between distinct kinds of living animals and plants) is confirmed by conclusive evidence. Evolution, like creation, is a faith and not open to scientific investigation. Yet evolution is taught as a dogma in the public schools as evidenced by: (1) indoctrination in the

belief of spontaneous generation, (2) indoctrination in the belief in transitional forms between different kinds of organisms, and (3) indoctrination in the belief in mutations as the raw material of evolutionary change. It is suggested that science teachers admit that there are sound scientific and pedagogical reasons why both the evolution model and the creation model should be taught, as objectively as possible, whenever teachers and students are discussing origins. (JR)

ED 080 355 SE 016 590

Durst, Roy

Final Expenditure Report.

Cooperative Educational Service Agency 12, Portage, Wis.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison.

Pub Date 70

Grant—OEG-3-7-662646-1517

Note—185p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Cognitive Processes, Concept Formation, Conservation Education, *Curriculum Guides, Elementary Grades, *Environmental Education, *Fundamental Concepts, *Learning Activities, Natural Resources, Secondary Grades

Identifiers—ESEA Title III

The Cooperative Work-Learn Conservation and Natural Resource-Use Program was undertaken to organize and conduct a summer program in conservation education for junior high school students, provide conservation in-service activities for local teachers, and to develop a K-12 conservation education curriculum guide. Following a brief review of the achievements and evaluation of the three year project, the report focuses on the environmental curriculum guide—its development and content. Concepts that form the basis of the guide are the 44 most important of 112 environmental education concepts identified by Roth (ED 048 018). Activities were developed for each concept, classifying them into learning level (knowledge, comprehension, application, analysis, synthesis, or evaluation) and grade level (K-3, 4-6, or 10-12). They cover the broad areas of economics and culture, ecology, and management. In the guide, each concept is stated together with pertinent background information, teaching activities, grade level, and learning level. This work was prepared under an ESEA Title III contract. (BL)

ED 080 356 SE 016 596

Situation Reports—Afghanistan, Bahrain, Brazil, Ecuador, Indonesia, Iraq, Morocco, Paraguay, People's Democratic Republic of Yemen, Peru, Qatar, Saudi Arabia, Sri Lanka, St. Christopher/Nevis, Sudan, United Arab Emirates, Yemen Arab Republic.

International Planned Parenthood Federation, London (England).

Pub Date Jul 73

Note—85p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Contraception, Demography, *Family Planning, *Foreign Countries, *Population Trends, Programs, Resource Materials, Social Welfare, *Statistical Data

Data relating to population and family planning in 17 foreign countries are presented in these situation reports. Countries included are Afghanistan, Bahrain, Brazil, Ecuador, Indonesia, Iraq, Morocco, Paraguay, People's Democratic Republic of Yemen, Peru, Qatar, Saudi Arabia, Sri Lanka, St. Christopher/Nevis, Sudan, United Arab Emirates, and Yemen Arab Republic. Information is provided under two topics, general background and family planning situation, where appropriate and if it is available. General background covers ethnic groups, language, religion, economy, communication/education, medical/social welfare, and statistics on population, birth and death rates. Family planning situation considers family planning associations and personnel, government attitudes, legislation, family planning services, education/information, training opportunities for individuals, families, and medical personnel, research and evaluation, program plans, government programs, and related supporting organizations. Bibliographic sources are given. (BL)

ED 080 357

SE 016 599

Barker, K. And Others

Air Pollution.

World Health Organization, Geneva (Switzerland).

Pub Date 61

Note—437p.; WHO Monograph Series No. 46.

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—Air Pollution Control, *Environment, Environmental Research, *Essays, Interaction Process Analysis, Pollution, *Public Health, Special Health Problems

Pollution of the general environment, which exposes an entire population group for an indeterminate period of time, certainly constitutes a problem in public health. Serious air pollution episodes have resulted in increased mortality and a possible relationship between chronic exposure to a polluted atmosphere and certain diseases has been suggested. Thus, this monograph brings together a body of recent information on a number of aspects of air pollution for the benefit of public officials, and in particular public health officials, who are faced with the necessity of taking appropriate and effective action. Essays are titled: A Historical Review of Atmospheric Pollution; The Identification of the Air Pollution Problem; The Role of Meteorology in Air Pollution; Sampling, Analysis and Instrumentation in the Field of Air Pollution; Some Aspects of the Physical and Chemical Nature of Air Pollution; Effects of Air Pollution on Human Health; Effects of Air Pollution on Animals; Effects of Air Pollution on Plants; Economic and Social Aspects of Air Pollution; Control of Air Pollution by Site Selection and Zoning; Prevention and Control of Air Pollution by Process Changes or Equipment; Fuel Selection and Utilization; Air Pollution Legislation: Standards and Enforcement; and Radioactive Pollution of the Atmosphere. (BL)

ED 080 358

SE 016 601

Toth, George P.

An Instrument for Assessing Elementary Science Curriculum Projects.

Pub Date Mar 73

Note—11p.; Paper presented at the annual meeting of the National Science Teachers Association (21st, Detroit, Michigan, March 30-April 3, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Evaluation, Educational Research, Elementary Grades, *Elementary School Science, Evaluation, *Evaluation Techniques, Resource Materials, Science Education

Identifiers—*Research Reports

This paper discusses an instrument developed to evaluate the characteristics of the major innovative elementary school science curriculum projects. The purpose of this self-assessment instrument is to determine which project is best for a particular school or classroom. The instrument does not attempt to compare one project with another and allows for the unique approach of each project. It is made up of nine categories each further divided into sub "key points" to provide a more detailed and comprehensive rating of each category. The categories include: (1) objectives and philosophy of school and project, (2) student-material interaction, (3) individual differences, (4) teacher training (inservice), (5) integration of conceptual schemes, (6) learning activities, (7) evaluation provisions, (8) cost of project, and (9) organization of project. The instrument has been presented to undergraduate students in an elementary science methods course, graduate students with teaching experience, and elementary school teachers for suggestions, revision and validation. It will be further revised and tested in several elementary schools becoming available for school use. (JR)

ED 080 359

SE 016 606

Weaver, Elbert C.

Experiments in the Chemistry of Food.

Manufacturing Chemists Association, Washington, D.C.

Pub Date Apr 73

Note—30p.; Prepublication edition

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Chemistry, Elementary School Science, *Food, Instructional Materials, *Laboratory Manuals, *Nutrition, Science Activities, Science Education, *Science Experiments, Secondary School Science

This booklet presents 18 experiments in the chemistry of food, suitable for elementary and secondary school science classes. Experiments deal with an analysis of milk, determinations of the amounts of sulfur dioxide, iron, and fat in foods, and the concentration of vitamin C in fruit juice and iodine in salt. Tests are provided for fats, carbohydrates, sugars, starches and proteins in various foods, and the presence of calcium propionate in bread. Other experiments include the identification of colors in food and factors involved in the discoloration of fresh fruit, the conversion of molasses into granulated sugar, the recovery of iodine from seaweed and caffeine from tea, and investigations relating to toasting bread and popping corn. (JR)

ED 080 360 SE 016 613

Mitchellmore, June Anthea

Development of the Instructor Behavior Description Questionnaire to Measure Graduate Student Satisfaction From Perceptions of Ideal and Actual Instructor Behavior.

Pub Date 73

Note—421p.; Ph.D. Dissertation, Ohio State University

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Behavior Rating Scales, Doctoral Theses, Educational Research, *Higher Education, *Questionnaires, *Student Attitudes, Student Evaluation, *Teacher Behavior, Teacher Characteristics

Identifiers—Research Reports

This study investigated graduate students' perceptions of ideal and actual instructor behavior, the match between ideal and actual behavior, and relations of these variables to student and course characteristics. A review of over 300 psychological and educational articles identified four basic dimensions of leader and teacher behavior: Consideration, Interaction Facilitation, Motivation, and Work Facilitation. These were used in constructing the Instructor Behavior Description Questionnaire (IBDQ), which was administered to 137 graduate students in diverse classes. Instructors responded to a questionnaire describing the degree of student involvement and responsibility in their classes. Seven weeks later, student descriptions of ideal and actual instructor behavior were collected together with responses to six course assessment items. It was concluded that the four dimensions listed above are appropriate to describe instructor behavior, and that the IBDQ is a reliable and valid instrument that can be used across different subject areas to compare instruction. Course assessment scores were highly correlated with actual instructor behavior on the Work Facilitation dimension, while satisfaction scores on the Interaction Facilitation and Consideration dimensions were significantly correlated with student involvement practices. Among student characteristics, only sex and need for dependence were correlated with descriptions of ideal instructor behavior. (Author/JR)

ED 080 361 SE 016 614

Hershey, John T., Ed. And Others

A Curriculum Activities Guide to Water Quality Equipment and Environmental Studies.

Project KARE, Blue Bell, Pa.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Environmental Education.

Pub Date 73

Grant—OEG-0-72-5105

Note—182p.

Available from—Institute for Environmental Education, 8911 Euclid Avenue, Cleveland, Ohio 44106

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Construction (Process), Curriculum Guides, Elementary Grades, *Environmental Education, *Equipment, Instructional Materials, Learning Activities, *Measurement Instruments, Secondary Grades, Testing, *Water Resources

This book is the third in a series of four books emphasizing student-oriented problem solving related to environmental matters. In properly conducted environmental investigations, it is felt students will perceive the need to extend their senses by using instruments. The instrumentation as presented in this guide should aid students in this respect. Chapter 1 offers construction plans for 23 pieces of water quality testing equipment. Included for each are an introduction to the item,

materials and tools needed, procedure for construction, directions for using it, problems encountered, and a bibliography. Basic, intermediate, and advanced water quality kits and systems which can investigate four major water quality parameters—physical, chemical, microbiological, and microbiological factors—are discussed in Chapter 2. Water quality equipment is listed in Chapter 3 for measuring devices, scientific equipment, tools, resource materials, supplies, containers, and glass and miscellaneous items. Each table identifies the item, use area (biology, chemistry, physics), topic area, age range of user, and local source to obtain it. How and where to get needed items are dealt with in the final chapter. Related documents are SE 016 524 and SE 016 525. (BL)

ED 080 362 SE 016 615

Madeheim, James

Mathematics [Sahuarita High School Career Curriculum Project].

Sahuarita High School District 130, Ariz.

Pub Date [73]

Note—294p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Activity Units, Curriculum Guides, *Instructional Materials, Logic, *Mathematics Education, *Practical Mathematics, *Secondary School Mathematics, Teacher Developed Materials, Trigonometry, *Units of Study (Subject Fields)

This is a collection of units prepared by high school mathematics teachers to be used as a "career curriculum" guide. Each unit contains a statement of objectives, a discussion of the content, activity sheets, and exercises. The volume is organized into clusters so that an individual may choose the parts suited to individual needs. Major topics included are logic; ratio and proportion; volume; Boolean algebra; trigonometry, with emphasis on use of tables and with applications in the machine trades and in surveying; and vector mechanics, primarily determination of forces by the parallelogram method and by resolution into components and also including the use of dot product, cross product, and determinants. Related volumes in the series are SE 016 616 through SE 016 618. (LS)

ED 080 363 SE 016 616

Madeheim, James

Third Year Math [Sahuarita High School Career Curriculum Project].

Sahuarita High School District 130, Ariz.

Pub Date [73]

Note—74p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, *Curriculum Guides, *Instructional Materials, Mathematics Education, *Secondary School Mathematics, Teacher Developed Materials, *Units of Study (Subject Fields), Worksheets

Identifiers—Functions, Logarithms, Matrices (Mathematics)

This volume contains three teacher-developed units for eleventh grade mathematics students. It serves as an introduction to logarithms, matrices, and functions. Units include statements of objectives, content discussions, worksheets, and exercises. In the logarithm unit the emphasis is on calculation, while in the matrices and functions units development and proof are considered as well. Related volumes in the series are SE 016 615, SE 016 617, and SE 016 618. (LS)

ED 080 364 SE 016 617

Tingle, H. Burton

Algebra [Student's Individualized Career Source Package].

Sahuarita High School District 130, Ariz.

Pub Date May 72

Note—212p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Activity Units, *Algebra, Curriculum Guides, *Instructional Materials, Mathematics Education, Rational Numbers, *Secondary School Mathematics, Teacher Developed Materials, Units of Study (Subject Fields), *Worksheets

This is a volume of teacher-developed units to supplement the textbook in a first-year algebra course. The units consist mainly of statements of objectives and student worksheets with some examples and references to the textbook given as aids. Major topics covered are basic operations with signed rational numbers and with polynomials,

factorization of natural numbers and polynomials, solution of first and second degree equations, graphing, and radicals. Related volumes in the series are SE 016 615, SE 016 616, and SE 016 618. (LS)

ED 080 365 SE 016 618

Madeheim, James

Geometry [Sahuarita High School Career Curriculum Project].

Sahuarita High School District 130, Ariz.

Pub Date [73]

Note—248p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Activity Units, Curriculum Guides, *Geometric Concepts, *Instructional Materials, Logic, Mathematics Education, Ratios (Mathematics), *Secondary School Mathematics, Teacher Developed Materials, Trigonometry, *Units of Study (Subject Fields)

Identifiers—Proof (Mathematics)

This volume contains a series of teacher-developed units to supplement the textbook in a high school geometry course. Each unit contains a statement of objectives, content discussion, worksheets, and activity suggestions. Major topics include logic, proofs, ratio and proportion, similarity, and trigonometry. Practical applications are given in each unit where possible. Related volumes in the series are SE 016 through SE 016 617. (LS)

ED 080 366 SE 016 620

[Field Learning Activities].

Nolde Forest Environmental Education Center, Reading, Pa.

Pub Date [73]

Note—281p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Curriculum Guides, Ecology, Elementary Grades, *Environmental Education, *Field Studies, Instructional Materials, Interdisciplinary Approach, *Learning Activities, *Natural Resources, Outdoor Education, Secondary Grades

Seventy field activities, pertinent to outdoor, environmental studies, are described in this compilation. Designed for elementary and junior high school students, the activities cover many discipline areas—science, social studies, language arts, health, history, mathematics, and art—and many are multidisciplinary in use. Topics range from soil study, animal traces, and watersheds to ecosystems, food chains, and succession; from mapping, stream surveys, and effects of air pollution to listening, expressing textures, and community profiles. An introductory page for each activity lists the learning experience (topic), curriculum area(s), grade level(s), and conceptual theme. Following this is a detailed account of objectives, unit concepts, background subject information or problem identification, materials needed, procedures for conducting the field activities, numerous questions, and follow-up activities. (BL)

ED 080 367 SE 016 621

Environmental Education Curriculum Guide for Intermediate Social Studies.

Nolde Forest Environmental Education Center,

Reading, Pa.

Pub Date [73]

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, *Ecology, *Elementary Grades, *Environmental Education, Fundamental Concepts, Instructional Materials, Learning Activities, Natural Resources, *Social Studies

The concept that society must possess an ecological conscience which can relate to economic, social, political, and other disciplines of culture to meet the challenge of maintaining a quality environment, represents the basis philosophical rationale for these instructional materials. They are designed to give specific emphasis to the ecological implications of man's activities as generally explored in the social studies curricula for grades four through six. The outdoor laboratory approach is employed to encourage students to become more aware of their responsibilities as citizens in conserving and preserving man's natural resources. Five generalizations about man's relationship to his environment serve as a base around which concepts, questions, and activities are built. Three concepts are identified for each generalization, and in-

dividual concepts detail open-ended questions, discovery activities, appropriate terms or vocabulary words, and instructional materials (multimedia). Performance objectives, suggestions for evaluation, and a bibliography of books and field guides are also provided in this curriculum guide. (BL)

ED 080 368 SE 016 622

Elementary Environmental Education.
Nolde Forest Environmental Education Center,
Reading, Pa.

Pub Date [73]

Note—91p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Guides, *Ecology, *Elementary Grades, *Environmental Education, Fundamental Concepts, Instructional Materials, Learning Activities, Natural Resources, *Sciences

The concept that society must possess an ecological conscience which can relate to economic, social, political, and other disciplines of culture to meet the challenge of maintaining a quality environment, represents the basic philosophical rationale for these instructional materials. They are designed to give specific emphasis to the ecological implications of man's activities as generally explored in the science curricula for grades one through six. The outdoor laboratory approach is employed to encourage students to become more aware of their responsibilities as citizens in conserving and preserving man's natural resources. Six generalizations about man's relationship to his environment serve as a base around which concepts, questions, and activities are built. Three concepts are identified for each generalization at both the primary and intermediate levels, and individual concepts detail open-ended questions, discovery activities, follow-up activities, and instructional materials (Multimedia). Performance objectives, suggestions for evaluation, and a bibliography of books and field guides are also provided in this curriculum guide. (BL)

ED 080 369 SE 016 634

Situation Report—Argentina, Colombia, Cyprus, Kuwait, Lebanon, Libyan Arab Republic, Oman, Syrian Arab Republic, and Uruguay.
International Planned Parenthood Federation,
London (England).

Pub Date Aug 73

Note—42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Contraception, Demography, *Family Planning, *Foreign Countries, *Population Trends, Programs, Resource Materials, Social Welfare, *Statistical Data

Data relating to population and family planning in nine foreign countries are presented in these situation reports. Countries included are Argentina, Colombia, Cyprus, Kuwait, Lebanon, Libyan Arab Republic, Oman, Syrian Arab Republic, and Uruguay. Information is provided under two topics, general background and family planning situation, where appropriate and if it is available. General background covers ethnic groups, language, religion, economy, communication/education, medical/social welfare, and statistics on population, birth and death rates. Family planning situation considers family planning associations and personnel, government attitudes, legislation, family planning services, education/information, training opportunities for individuals, families, and medical personnel, research and evaluations. Bibliographic sources are given. (BL)

ED 080 370 SE 016 635

Christensen, Larry Lane, Robert
General Science [Sahuarita High School Career Curriculum Project.]

Sahuarita High School District 130, Ariz.

Pub Date [73]

Note—75p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum, *Curriculum Guides, *General Science, Instructional Materials, Physics, Science Activities, Science Education, *Science Units, *Secondary School Science, *Teacher Developed Materials

This unit entitled "General Science" is one of a series of instructional guides prepared by teachers for the Sahuarita High School (Arizona) Career Curriculum Project. The package is subtitled "Physical Science in General Science" and consists of sections dealing with mechanics, electric-

ty and light. A list of 41 behavioral objectives is stated which covers all aspects of the unit. The section on mechanics is divided into nine problems dealing with terminology, forces and motion, ideal mechanical advantage, vectors, levers, pulleys, and the inclined plane. Each topic includes a statement of the rationale, objectives, information sources, activities and post-evaluation. The section on electricity deals with six problem areas, and the section on light consists of eight. These problems are approached with a statement of the rationale or an overview, followed by a series of student activities. For related units in this series see SE 016 636 through SE 016 644. (JR)

ED 080 371 SE 016 636

Esser, Robert

Biology [Sahuarita High School Career Curriculum Project.]

Sahuarita High School District 130, Ariz.

Pub Date [73]

Note—93p.; Pagination not consecutive

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biology, Curriculum, *Curriculum Guides, Instructional Materials, Science Activities, Science Education, *Science Units, *Secondary School Science, *Teacher Developed Materials, Units of Study (Subject Fields)

This course entitled "Biology" is one of a series of instructional guides prepared by teachers for the Sahuarita High School (Arizona) Career Curriculum Project. It consists of 11 units of study, and 45 behavioral objectives relating to these units are listed. The topics covered include observation, measurement, scales and magnification, the microscope, characteristics of living things, observation and classifying, spatial relationships, constructing inferences and defining operationally, cells, plant reproduction, and heredity. The units provide a statement of the rationale, objectives, sources of information, a series of student activities, and answers to the activity problems. For related units in this series see SE 016 635 - SE 016 644. (JR)

ED 080 372 SE 016 638

Christensen, Larry

Advanced Biology [Sahuarita High School Career Curriculum Project.]

Sahuarita High School District 130, Ariz.

Pub Date [73]

Note—41p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biology, Curriculum, *Curriculum Guides, *Genetics, Instructional Materials, Science Activities, Science Education, *Science Units, *Secondary School Science, *Teacher Developed Materials

This course in advanced biology is entitled "Advanced Genetics" and is one of a series of instructional guides prepared by teachers for the Sahuarita High School (Arizona) Career Curriculum Project. It consists of seven units of study, and 15 behavioral objectives relating to these units are stated. The topics covered include a review of genetics, *Drosophila* characteristics, yeast irradiation, human genetics, investigating a yeast mutant, probability and Chi-square, and preparation of a scientific paper. The units provide a statement of the rationale, objectives, sources of information, a series of student activities, and a post-evaluation. For related units in this series see SE 016 635 - SE 016 644. (JR)

ED 080 373 SE 016 639

Christensen, Larry

Desert Biology [Sahuarita High School Career Curriculum Project.]

Sahuarita High School District 130, Ariz.

Pub Date [73]

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biology, Curriculum, *Curriculum Guides, Instructional Materials, Science Activities, Science Education, *Science Units, *Secondary School Science, *Teacher Developed Materials, Units of Study (Subject Fields)

This course entitled "Desert Biology" is one of a series of instructional guides prepared by teachers for the Sahuarita High School (Arizona) Career Curriculum Project. It consists of seven units of study, and eight behavioral objectives relating to these units are stated. The topics covered include the selection of a study site, a

climatic analysis, identification of plants and animals, plant sampling by the line intercept method, animal census methods, soil texture analysis, and the preparation of a scientific paper. The units provide a statement of the rationale, objectives, sources of information, a series of student activities, and a post-evaluation. For related units in this series see SE 016 635 - SE 016 644. (JR)

ED 080 374 SE 016 640

Esser, Robert

Anatomy External [Sahuarita High School Career Curriculum Project.]

Sahuarita High School District 130, Ariz.

Pub Date [73]

Note—18p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Biology, Curriculum, *Curriculum Guides, Instructional Materials, Laboratory Manuals, Science Activities, Science Education, *Science Units, *Secondary School Science, *Teacher Developed Materials

This course entitled "Anatomy External" is concerned with the dissection of the fetal pig, and is one of a series of instructional guides prepared by the teachers for the Sahuarita High School (Arizona) Career Curriculum Project. It consists of five units of study, and 13 behavioral objectives relating to these units are stated. The topics covered include the external anatomy of the fetal pig, the skeletal system, the muscular system, general internal anatomy, and the digestive system. The units provide a statement of the rationale, objectives, sources of information, and student activities including dissecting directions. For related units in this series see SE 016 635 - SE 016 644. (JR)

ED 080 375 SE 016 641

Esser, Robert

Botany [Sahuarita High School Career Curriculum Project.]

Sahuarita High School District 130, Ariz.

Pub Date [73]

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biology, *Botany, Curriculum, *Curriculum Guides, Instructional Materials, Science Activities, Science Education, *Science Units, *Secondary School Science, *Teacher Developed Materials

This course entitled "Botany" is one of a series of instructional guides prepared by teachers for the Sahuarita High School (Arizona) Career Curriculum Project. It consists of five units of study, and 20 behavioral objectives relating to these units are stated. The topics covered include the classification of plants, morphology, plant reproduction, seeds, and heredity. The units provide a statement of the rationale, objectives, sources of information, and a series of student activities. For related units in this series see SE 016 635 - SE 016 644. (JR)

ED 080 376 SE 016 642

Esser, Robert

Advanced Botany [Sahuarita High School Career Curriculum Project.]

Sahuarita High School District 130, Ariz.

Pub Date [73]

Note—19p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biology, *Botany, Curriculum, *Curriculum Guides, Instructional Materials, Science Activities, Science Education, *Science Units, *Secondary School Science, *Teacher Developed Materials

This course entitled "Advanced Botany" is one of a series of instructional guides prepared by teachers for the Sahuarita High School (Arizona) Career Curriculum Project. It consists of three units of study, and eight behavioral objectives relating to these units are stated. The topics covered include plant cells and taxonomy, functions and structures of plants, and plant growth and development. The units provide a statement of the rationale, objectives, sources of information, and a series of student activities. For related units in this series see SE 016 635 - SE 016 644. (JR)

ED 080 377 SE 016 643

Esser, Robert

Area Fish and Game Ecology [Sahuarita High School Career Curriculum Project.]

Sahuarita High School District 130, Ariz.

Pub Date [73]

Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Biology, Curriculum, *Curriculum Guides, *Ecology, Instructional Materials, Science Activities, Science Education, *Science Units, *Secondary School Science, *Teacher Developed Materials

This course entitled "Area Fish and Game Ecology" is one of a series of instructional guides prepared by teachers for the Sahuarita High School (Arizona) Career Curriculum Project. It consists of nine units of study, and 18 behavioral objectives relating to these units are stated. The topics covered include map projections, map symbols and contours, latitude and longitudinal, scale, using the contour line, plant life in the Sonoran Desert, mammals of the desert, birds, and fish. The units provide a statement of the rationale, objectives, and student activities. For related units in this series see SE 016 635 - SE 016 644. (JR)

ED 080 378

SE 016 644

Lane, Robert

Chemistry [Sahuarita High School Career Curriculum Project].

Sahuarita High School District 130, Ariz.

Pub Date [73]

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Chemistry, Curriculum, *Curriculum Guides, Instructional Materials, Science Activities, Science Education, *Science Units, *Secondary School Science, *Teacher Developed Materials, Units of Study (Subject Fields)

This course entitled "Chemistry" is one of a series of instructional guides prepared by teachers for the Sahuarita High School (Arizona) Career Curriculum Project. It consists of three packages, the first dealing with solids, liquids and solutions, the second with acids, bases and anions, and the third with cation analysis. These packages are further divided into units of study which cover the topics of kinetic-molecular theory, gas laws, solution-suspension, ionization, acids-bases, anions analysis, oxidation-reduction, and cation analysis. The units provide objectives, sources of information, notebook questions, laboratory activities, and evaluations. Twenty-two behavioral objectives are listed for the course. For related units in this series see SE 016 635 - SE 016 643. (JR)

ED 080 379

SE 016 652

Higgins, Jon L., Ed.

Investigations in Mathematics Education, Volume 6 Number 2.

Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date 73

Note—72p.

Available from—Ohio State University, Center for Science and Mathematics Education, 244 Arps Hall, Columbus, Ohio 43210 (Subscription, \$6.00 year, \$1.75 single copy)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, Achievement, Attitudes, Instruction, Learning, Literature Reviews, *Mathematics Education, Research, Research Methodology, *Research Reviews (Publications), Teaching Methods

An expanded abstract including statements of purpose, rationale, design and procedure, findings, and interpretations is given for 18 selected research articles. Following each, a short critical analysis is presented by a professional in the field. Among the research topics covered are achievement, attitudes, laboratories, error trends, and learning styles. This quarterly publication has added a new feature beginning with this issue. A listing of all mathematics education research reports that have been included in ERIC publications (RIE and CIE) the preceding quarter is given to help readers keep abreast of continuing research efforts. (LS)

ED 080 380

SE 016 657

Education Programs, Department of Medicine and Surgery, A Status Report - June 1971.

Veterans Administration, Washington, D.C.

Pub Date Apr 73

Note—171p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Administration, *Educational Programs, Health Occupations, *Health Occupations Education, Health Personnel, Internship Programs, *Medical Education, Professional Education, *Program Descriptions

Identifiers—*Veterans Administration

This publication is a status report of the educational programs of the Veterans Administration (VA) Department of Medicine and Surgery. The intent of the report is to provide documentation of the major contribution being made by the VA to the training of manpower for the health care field. The VA's role as a unique national health resource makes it an indispensable participant in any national plan to improve the health care of the nation. A brief history of education and training in the VA Department of Medicine and Surgery is provided, followed by a description of each of the following program areas: house staff training, allied health training, administrative training, post-graduate and inservice training, exchange of medical information, medical illustration, and space for education and training programs. During the 1971 fiscal year more than 53,000 persons received training through the VA in 125 different health services programs. Data relating to these programs are tabulated alphabetically by city and state to show the accomplishments at each hospital and outpatient clinic. Appendices give additional information on past and present budgets, and provide references for relevant legislation and significant program documents cited in the text. (JR)

ED 080 381

SE 016 658

Engineering College Research and Graduate Study, 1973 Annual Directory.

American Society for Engineering Education, Washington, D.C.

Pub Date 73

Note—233p.; Supplement to Engineering Education, v63 n6

Available from—American Society for Engineering Education, Suite 400, One Dupont Circle, Washington, D.C. 20036 (\$7.00)

Document Not Available from EDRS.

Descriptors—College Programs, Degree Requirements, Degrees (Titles), *Directories, Doctoral Programs, Engineering, *Engineering Education, *Graduate Study, *Program Descriptions

This directory of engineering college research and graduate study is designed to promote the cause of graduate study in engineering by setting forth admission requirements, faculty, enrollments, degrees, fields of advanced study, appointments available to graduate students, and other data. It also presents information on engineering colleges and related research in order to convey an accurate representation of the climate for advanced study as it relates to areas of research, expenditures for research, projects in process, and research personnel. The information presented in the directory is based upon questionnaires completed by 190 Engineering College Members, 15 Affiliate Members, and 3 Technical Members of the Engineers' Council for Professional Development. A copy of the questionnaire, a list of colleges that replied, a summary of the data, an index for fields of engineering graduate study, and an index for the areas of engineering college research are included. (JR)

ED 080 382

SE 016 666

Kilpatrick, Jeremy, Ed. Wirsup, Izaak, Ed.

Soviet Studies in the Psychology of Learning and Teaching Mathematics, Volume 4, Problem Solving in Geometry.

Chicago Univ., Ill.; Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 70

Note—154p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif. 91109

Document Not Available from EDRS.

Descriptors—Educational Psychology, Geometric Concepts, Instruction, Learning, *Mathematics Education, *Problem Solving, *Research, *Thought Processes

Identifiers—Proof (Mathematics), Research Reports, Russia

The series is a collection of translations from the Soviet literature of the past 25 years on research in the psychology of mathematical instruction and the related methods of teaching mathematics. The aim of the series is to acquaint educators and teachers with directions, ideas, and accomplishments in the psychology of mathematical instruction in the Soviet Union. This volume contains 10 articles on problem solving in geometry. Some topics covered extensively are the reformulations of problems, the use of dia-

grams, and the actual thought processes involved in geometric proofs. Several articles contain specific suggestions for teachers and textbook authors on how geometric proofs should be handled. Related documents are ED 042 628, ED 042 632, ED 042 633, SE 016 667, and SE 016 668. (LS)

ED 080 383

SE 016 667

Kilpatrick, Jeremy, Ed. Wirsup, Izaak, Ed.

Soviet Studies in the Psychology of Learning and Teaching Mathematics, Volume 5, The Development of Spatial Abilities.

Chicago Univ., Ill.; Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 71

Note—168p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif. 91109

Document Not Available from EDRS.

Descriptors—Educational Psychology, *Geometric Concepts, *Instruction, Learning, *Mathematics Education, *Research, Three Dimensional Aids, *Visual Perception

Identifiers—Research Reports, Russia

The series is a collection of translations from the Soviet literature of the past 25 years on research in the psychology of mathematical instruction and the related methods of teaching mathematics. The aim of the series is to acquaint educators and teachers with directions, ideas, and accomplishments in the psychology of mathematical instruction in the Soviet Union. This volume contains four articles relating to the development of spatial abilities. The first article deals with spatial imagery at several grade levels; the second article reports the effectiveness of a set of exercises for developing spatial imagery; the third makes a case for more measuring tasks in the instructional process; and the fourth contains activities and exercises for teaching informal geometry. Related documents are ED 042 628, ED 042 632, ED 042 633, SE 016 666, and SE 016 668. (LS)

ED 080 384

SE 016 668

Kilpatrick, Jeremy, Ed. Wirsup, Izaak, Ed.

Soviet Studies in the Psychology of Learning and Teaching Mathematics, Volume 6, Instruction in Problem Solving.

Chicago Univ., Ill.; Stanford Univ., Calif. School Mathematics Study Group.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 72

Note—136p.

Available from—A. C. Vroman, Inc., 2085 East Foothill Blvd., Pasadena, Calif. 91109

Document Not Available from EDRS.

Descriptors—Concept Formation, Educational Psychology, *Instruction, Learning, Mathematical Vocabulary, *Mathematics Education, *Problem Solving, *Research, Thought Processes

Identifiers—Research Reports, Russia

The series is a collection of translations from the Soviet literature of the past 25 years on research in the psychology of mathematical instruction and the related methods of teaching mathematics. The aim of the series is to acquaint educators and teachers with directions, ideas, and accomplishments in the psychology of mathematical instruction in the Soviet Union. This volume contains nine articles concerned with instruction in problem solving. Some topics covered extensively are the formation of the concept of "type of problem," the influence of vocabulary, a suggested analytic-synthetic method for use at every grade level, and whether or not to use algebraic methods in the elementary grades. Related documents are ED 042 628, ED 042 632, ED 042 633, SE 016 666, and SE 016 667. (LS)

ED 080 385

SE 016 771

Licensed Optometrists in South Carolina 1972.

Health Resources Administration (DHEW/PHS), Washington, D.C. Div. of Manpower Intelligence.

Pub Date Jul 73

Note—21p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Health Personnel, Manpower Needs, *Occupational Surveys, *Optometrists, Questionnaires, *State Surveys, Surveys

Identifiers—*South Carolina

This report presents preliminary findings from a mail survey of all optometrists licensed to practice in the State of South Carolina. The survey was conducted in 1972 by the International Association of Boards of Examiners in Optometry as part of a national endeavor to collect data on all optometrists in the United States. Approximately 96 percent of the 174 optometrists in South Carolina who were sent questionnaires responded. Thus the professional characteristics of an overwhelming majority of optometrists in South Carolina are described in the report. Tabulated data show the number of: (1) optometrists by county of primary practice; (2) active optometrists by age and sex; (3) active optometrists by school and year of graduation; (4) optometrists by activity status and by age; (5) active optometrists by principal form of employment and age; (6) practicing optometrists by years of practice and use of supplementary personnel; (7) practicing optometrists by primary specialty and age; and (8) active optometrists by type of activity and age. A sample questionnaire is included in the report. (JR)

ED 080 386 SE 016 772
Licensed Optometrists in Wisconsin 1972.

Health Resources Administration (DHEW/PHS), Washington, D.C. Div. of Manpower Intelligence.

Pub Date Jul 73
Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Health Personnel, Manpower Needs, *Occupational Surveys, *Optometrists, Questionnaires, *State Surveys, Surveys
Identifiers—*Wisconsin

This report presents preliminary findings from a mail survey of all optometrists licensed to practice in the State of Wisconsin. The survey was conducted in 1972 by the International Association of Boards of Examiners in Optometry as part of a national endeavor to collect data on all optometrists in the United States. Approximately 95 percent of the 474 optometrists in the State who were sent questionnaires responded. Thus the professional characteristics of an overwhelming majority of optometrists in Wisconsin are described in the report. Tabulated data show the number of: (1) optometrists by county of primary practice; (2) active optometrists by age and sex; (3) active optometrists by school and year of graduation; (4) optometrists by activity status and age; (5) active optometrists by principal form of employment and age; (6) practicing optometrists by years of practice and use of supplementary personnel; (7) practicing optometrists by primary specialty and age; and (8) active optometrists by type of activity and age. A sample questionnaire is included in the report. (JR)

SO

ED 080 387 SO 000 407
Bell, Violet M., Comp. And Others

A Guide to Films, Filmstrips, Maps and Globes, Records on Asia. [and] Supplement, Including a New Section on Slides.

ASIA Society, New York, N.Y.

Pub Date 64
Note—155p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Annotated Bibliographies, Area Studies, Asian History, *Asian Studies, *Audiovisual Aids, Chinese Culture, Cross Cultural Studies, Cultural Education, Films, Korean Culture, Maps, *Non Western Civilization, Oriental Music, Phonograph Records, Resource Guides, Slides

This third edition bibliography identifies and annotates selected films, filmstrips, maps and globes, and records which will contribute to increased knowledge and understanding of Asian peoples and cultures. (Asia is defined as including all countries from Afghanistan to Japan). A separate supplement, designed to be used with the third edition, offers a new section on slides. Four sections, each with an introduction that includes selection criteria and a listing of distributors and/or manufacturers, are arranged by type of materials. Within each section the bibliography is arranged geographically. The first section contains a listing of films dating from 1950 through the 1960's. Availability, a brief summary, and

evaluation are included in the annotation. Unannotated listings of selected filmstrips comprise the second section. Information is included on series, intended grade level, color or black and white, a number of frames, cost, titles, and special features. Listings of cartographic aids of Asia consisting of globes, atlases, maps, and transparencies, and graphics are provided in the third section which is intended as a selection tool for the teacher. The last section in the original guide lists and describes records of oriental music. (SJM)

ED 080 388 SO 000 409

A Guide to Asian Collections in American Museums.

ASIA Society, New York, N.Y.
Pub Date Nov 64

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Art Appreciation, Arts Centers, *Asian History, *Asian Studies, Chinese Culture, Cross Cultural Studies, Cultural Education, *Museums, *Non Western Civilization, Painting, Resource Guides, Sculpture, Visual Arts

Asian art collections held in twenty-one states and in Canadian museums and galleries, representing a cross-section of study material available to the public, are listed in this guide. Some of the collections listed are broad in scope while others are confined to a special country. Asia as represented in the publication is defined as including all countries from Afghanistan to Japan. Information given includes name, address, hours, and director of the museum. Brief descriptions, written by directors, contain information concerning the history, scope, and size of collections. Museums and galleries are listed alphabetically by state. In addition to a brief introduction, the publication includes: 1) an outline of historic periods in China, India, and Japan (to serve as a study aid); 2) indices of countries represented and museums and galleries listed; 3) a glossary of foreign or unfamiliar terms; and 4) a selected bibliography of significant books for additional information (SJM)

ED 080 389 SO 000 410

Wiese, M. Bernice, Comp. And Others
Asia: A Guide to Books for Children.

ASIA Society, New York, N.Y.

Pub Date 66
Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Area Studies, Asian History, *Asian Studies, Burmese Culture, *Childrens Books, Chinese Culture, Cross Cultural Studies, Cultural Awareness, Developing Nations, *Foreign Culture, *Non Western Civilization

Identifiers—China, India, Japan, Southeast Asia
This list of over 300 fiction and non-fiction books on Asian countries is designed as a tool for teachers who desire to select works which will foster in children an interest in Asian nations and a knowledge of customs, daily life and culture of the people. All facets of each country are considered -- the land, people, history, customs, government, religion, education, festivals and holidays, art, and music. More coverage is given to China, India, and Japan because many books on these three countries have been published for children. The majority of the books listed were published in the 1960's. Selective criteria for the books focused on including readable, informative books with acceptable literary quality, authentic content, and quality illustrations and format; availability of books in the United States; books for use in kindergarten through junior high school; and consideration of the reading level ability of children. To help those teachers who wish to expand their own knowledge of a country, a number of books including some of a textbook nature are included. The overall arrangement of the guide is by country. Author entries provide annotations containing complete bibliographic citations and prices. (SJM)

ED 080 390 SO 000 411

Asia: A Guide to Traveling Exhibitions and Displays.

ASIA Society, New York, N.Y.

Pub Date 68

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Art Appreciation, Asian History, *Asian Studies, Audio Visual Aids, Chinese

Culture, Cultural Education, Display Panels, *Exhibits, Fine Arts, *Non Western Civilization, Resource Guides, *Visual Arts
Identifiers—China, India, Japan, Korea, Persia, Southeast Asia, Vietnam

The resource guide provides information on sources of exhibitions and materials for display which depict the peoples and culture of Asia. The major portion of the booklet represents one of the original Asia Society's exhibitions. The first section suggests several organizations which offer traveling exhibitions. Under each organization the kinds of displays available are listed. Brief descriptions include the title, number of works, weight and rental fee of exhibitions. The second section enumerates sources of publications from which dramatic displays can be prepared. Complete bibliographic citations contain descriptive annotations and prices. The last section includes twenty-three prints in reduced size entitled "Masterpieces of Asian Art" -- one of the original Asia Society's exhibitions. The prints are examples of well-known categories of Asian art. Although the collection is no longer available as a traveling exhibition, enlarged prints are available. (SJM)

ED 080 391 SO 000 413

Parcell, William L.

An Introduction to Asian Music.

ASIA Society, New York, N.Y.

Pub Date Jun 66

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Area Studies, *Asian Studies, *Cross Cultural Studies, Cultural Education, Cultural Enrichment, Fine Arts, Musical Composition, Musical Instruments, Music Appreciation, Music Theory, *Non Western Civilization, *Oriental Music, Pamphlets, Phonograph Records, Resource Materials

Identifiers—Asia, Bali, China, India, Japan, Java

This publication provides a general background for appreciation of Asian music and explains some of the specific techniques of the Asian tonal art to those who have some formal knowledge of Western music. In addition to a brief introductory section which identifies basic differences of non-Western music, sections are included on the history, philosophy, and elements of the Indian, Chinese, Japanese, Javanese, and Balinese systems of music. A short bibliography of readings is provided on non-Western music. (SJM)

ED 080 392 SO 000 414

Gordon, Beate Gordon, Joseph

An Introduction to the Dance of India, China, Korea, Japan.

ASIA Society, New York, N.Y.

Pub Date 65

Note—13p; Revised Edition

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Asian History, *Asian Studies, Chinese Culture, *Cross Cultural Studies, Cultural Enrichment, *Dance, Dramatics, Fine Arts, Korean Culture, *Non Western Civilization, Oriental Music, Pamphlets, Religious Cultural Groups, Resource Materials, *Theater Arts

Identifiers—Buddhism, China, India, Japan, Korea

The general aim of this booklet is to assist those who desire to increase their knowledge and appreciation of Asian cultures and, more specifically, to provide an additional dimension to the Asia Society's Dance Demonstration Program. Dance history, philosophical ideas of religion, accompanying rituals, the relationship of dance to music, and roles and styles of today are briefly described and traced for each of the countries of India, China, Korea, and Japan. The artistic interchange and transmission of dance-form from one culture to another in each country is emphasized. The last section compares Asian and Western dance, focussing on differences in attitudes and performances. (SJM)

ED 080 393 SO 000 415

Embre, Ainslie T., Comp. And Others

Asia: A Guide to Basic Books.

ASIA Society, New York, N.Y.

Pub Date 66

Note—63p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, *Area Studies, Asian History, *Asian Studies, Bur-

mese Culture, Chinese Culture, *Cross Cultural Studies, Cultural Background, Developing Nations, Foreign Culture, Interdisciplinary Approach, International Education, *Non Western Civilization, Resource Materials, Social Studies Identifiers—Asia, China, India, Japan, Korea, Southeast Asia, Vietnam

Three hundred and sixteen books dating from 1915 to 1966 with the majority published in the 1950s and 1960s are listed in this annotated bibliography. The purpose of the guide is to identify basic books on Asia which are especially useful for teachers, mature students, and adults who want to increase their knowledge and understanding of Asian peoples and cultures. The overall organization of the bibliography is by four geographical sections: Asia -- General, South Asia, Southeast Asia, and East Asia. More coverage is given to the countries of India, China and Japan. Each of the sections (except for Southeast Asia) begins with a short bibliographic essay indicating books of special importance, and is then classified by subject: general works, cultural, political, and economic history, religion and philosophy, literature, arts, social structure and modern developments. Author entries contain complete bibliographic information and indicate when a book is available in paperback. Descriptive annotations define the scope of the work. Special features include sections on bibliography of bibliographies; publisher's list, and an author index. A supplement to this original publication is described in ED 059 132. (SJM)

ED 080 394 SO 005 035

Mohr, Jeremy J. East, Maurice A. **International Studies Education in Secondary Social Studies Classes: A Report on a Survey of Colorado Secondary Schools, July 1971.** Denver Univ., Colo. Center for Teaching International Relations.
Pub Date Jul 72
Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Course Organization, *Curriculum Research, *Educational Status Comparison, Educational Trends, Foreign Relations, *International Education, Secondary Education, *Social Studies, State Surveys, *World Affairs Identifiers—*Colorado, Worldmindedness

The primary objective of this study was to survey the Colorado social studies curriculum at the secondary level for its inclusion of international education content. A questionnaire including a list of 31 topics was designed to determine which topics would be covered, the relative scope of coverage, frequency of treatment, and time allotted to various international topics. In the spring of 1970, the questionnaire was mailed to 1276 social studies teachers, 25% of whom returned the questionnaire. Respondents indicated the courses in which they taught each topic the most and least, and how much time was devoted to each. Data indicated that 80% of the respondents covered eight topics in at least one of the courses they taught. The frequently taught topics were more traditional, of a general nature, somewhat ethnocentric and well established in the social studies curriculum. Only half of the teachers said they covered the least frequently discussed topics which were more theoretical and newer topics. History courses were most frequently mentioned as those in which international material was presented. Limitations of the study are the applicability of the findings at the state level to the national level and stated weaknesses of the mail survey. Recommendations emphasize the need to recognize the significance of history courses as transmitters of international education information; to internationalize the history courses; and to focus on and to teach in depth topics less frequently taught. (SJM)

ED 080 395 SO 005 151

Two-Way Mirror. Anthropologists and Educators Observe Themselves and Each Other.

American Anthropological Association, Washington, D.C.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 72

Note—268p.

Available from—American Anthropological Association, 1703 New Hampshire Avenue, Washington, D.C. 20009 (\$4.00)

Document Not Available from EDRS.

Descriptors—*Anthropology, Cognitive Development, Cognitive Tests, *Curriculum Development, Curriculum Planning, *Curriculum Research, Educational Anthropology, Educational Objectives, *Educational Programs, Educational Research, Ethnology, Program Descriptions, Projects, Publications, Secondary Education, Secondary Grades, Statistical Data Identifiers—*Anthropology Curriculum Study Project, ASCP

This publication contains two separate reports. Part I, the report of the Anthropology Curriculum Study Project (ACSP), is an accounting of the time, money, and human endeavor involved in curriculum development efforts toward a course in anthropology for the high school curriculum. The document includes four reports of ACSP staff members and nine appendices which provide information about the setting of the project, the processes by which ACSP worked, the results of the effort, and recommendations. The curriculum materials themselves are available from the Macmillan Company. The report of the Anthropology Curriculum Study Project Research Program is presented in Part II. The program described is intended to implement the use of curriculum materials in the course, Patterns in Human History, developed during the project. A study of the social organization of a project school, Section 1 - Ethnographic Studies, provides contextual data within which to interpret the cognitive studies reported in Section 2. Appendices contain sample tests used in the research and data tables. A related document is ED 062 263. (SHM)

ED 080 396 SO 005 176

Primary Test of Economic Understanding. Examiner's Manual. Revised Edition.

Iowa Univ., Iowa City. Bureau of Business and Economic Research.

Pub Date 71

Note—31p.

Available from—Bureau of Business and Economic Research, College of Business Administration, The University of Iowa, Iowa City, Iowa 52240 (\$1.00)

Document Not Available from EDRS.

Descriptors—Cognitive Tests, *Curriculum Development, Economic Education, *Economics, Elementary Grades, Grade 3, Manuals, Measurement Instruments, Scoring Formulas, *Social Studies, Teaching Guides, Test Construction, *Testing Programs, Test Interpretation, Test Reliability, Test Validity

This manual for examiners administering the Primary Test of Economic Understanding (PTEU) describes the purpose, development, and validity of the test which is designed to provide a measure of students' growth and a means to assess the effectiveness of existing materials, teaching strategies, and pre-service and in-service economics education programs for social studies teachers in the primary grades. Directions for administering and scoring the test are detailed. Standardization processes and reliability reports are noted together with a discussion of the interpretation and use of the results. Appendices contain a list of the major economic generalizations which provide the conceptual framework for the PTEU and a list of participating schools which administered the test to third-grade students. A copy of the student test booklet and key sheet for scoring is included. (SHM)

ED 080 397 SO 005 205

Husen, Torsten

Social Background and Educational Career: Research Perspectives on Equality of Educational Opportunity.

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 72

Note—183p.

Available from—Director of Information, O.E.C.D., 2, rue Andre-Pascal, 75775 Paris Cedex 16, France (\$3.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Academic Achievement, Bibliographic Citations, Comparative Education, Educational Development, *Educational Opportunities, *Educational Research, Educational Sociology, *Equal Education, Human Resources, Literature Reviews, Social Factors, *Socioeconomic Background, Socioeconomic Influences, Surveys

In this monograph the author considers the basic concepts of the social dimensions of scholastic ability and reviews some of the more salient findings of research that can be brought to bear on the problem of equality of educational opportunity. Emphasis is placed on how access to school and school attainments are related to social background. Chapter 1 is an attempt to clarify what is meant by equality of educational opportunity. Three different stages in the development of this concept are distinguished and certain inherent incompatibilities are brought out. Chapter 2 sets out to show that the concept of ability has to be conceived of in a sociological and not in an individual-psychological context. In a comprehensive review of the research on the reserves of talent conducted in Europe and the United States, Sweden is presented as an illustrative case of how the methodology in this particular area of study has developed. Chapter 4 demonstrates how various, mainly structural, features of the formal educational system affect educational opportunity. The author makes recommendations implicit in the findings reviewed and briefly discusses strategies by which they might be implemented. (Author/SHM)

ED 080 398 SO 005 675

Growth and Change: Perspectives of Education in Asia.

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 73

Note—88p.

Available from—United Nations Educational, Scientific, and Cultural Organization, Place de Fontenay, Paris 7e, France (\$2.65)

Document Not Available from EDRS.

Descriptors—*Comparative Education, Conference Reports, *Educational Change, *Educational Development, Educational Economics, Educational Needs, Educational Objectives, *Educational Planning, Educational Problems, *Educational Programs, Educational Research, Futures (of Society), Tables (Data) Identifiers—*Asia

The material included in this document, drawn from the debates and the working papers presented at the Third Regional Conference of Ministers of Education and Those Responsible for Economic Planning in Asia, focuses on the concerns of education policy-makers in Asia and the programs and priorities they envisage for the growth and development of education in that region. The background of changing patterns in educational systems—the economic needs of society, social and cultural aspirations, and forces that have their origin in the educational system itself—is discussed. Some common problems and issues in planning for reform and development are noted. Discussions of education and development in rural areas, adult education and literacy, science education, and technical education and training, enlarge on perspectives for educational change. Appendices include projections of educational growth in Asia (1971-1980) and statistical tables related to these projections. (SHM)

ED 080 399 SO 005 682

Risinger, C. Frederick And Others

The Dig: A Study in Archaeology. Profiles of Promise 6.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 173]

Note—4p.

Available from—Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 (\$10.00, 1 copy of 30 issues; \$20.00, 5 copies of 30 issues)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Archaeology, Community Involvement, Cultural Education, *Culture, *Educational Innovation, Field Experience Programs, Interdisciplinary Approach, Language Arts, Mathematics, Sciences, Secondary Grades, Short Courses, *Simulation, *Social Studies, Student Projects, Team Teaching Identifiers—*Glen Ellyn (Illinois) Junior High School, Profiles of Promise

The activity described in this profile is based on the simulation Dig. Although designed primarily for use by social studies classes, Dig was expanded by Glen Ellyn teachers to include

language arts, mathematics, and science. The objectives of the one-month unit were to: 1) teach techniques and procedures of archaeologists; 2) introduce students to the work of archaeologists in Illinois; 3) encourage creativity in the development of cultures; 4) encourage cooperation in working with others; and, 5) meet people in different fields connected with archaeology. The teaching team wrote their own units for each of the four content areas. The unit began with a one-week introduction to each of the four phases of culture. The second week centered on several outside resources. The 133 students were then divided into four groups, each representing a different culture. Each group decided on themes for their culture and developed certain cultural universals. They created artifacts to fit these universals. Students finished their artifacts and prepared the burial pits during the third week. Each team developed and buried the artifacts of their own culture and excavated those of a different culture. The first days of the final week were spent analyzing the artifacts and forming hypotheses about the culture they represented. This was followed by a session in which each group presented the analysis of the culture it had excavated to the team that created the culture. The dig experience was concluded with field trips and a museum open house. Only \$40 was spent on the project. (JLB)

ED 080 400 SO 005 683

Eyster, John W. Haley, Frances

Integrated Social Studies. Profiles of Promise 7.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 73

Note—4p.

Available from—Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 (\$10.00, 1 copy of 30 issues; \$20.00, 5 copies of 30 issues)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Learning, Concept Teaching, *Educational Innovation, Field Experience Programs, High School Curriculum, *Integrated Curriculum, Interdisciplinary Approach, School Community Relationship, Secondary Grades, Social Sciences, *Social Studies, *Student Centered Curriculum

Identifiers—*Parker High School, Profiles of Promise

Integrated Social Studies (ISS) is designed to teach students the multi-dimensional nature of man. It focuses on concepts and values from the social sciences, history, the arts, and a variety of brief-value systems. Individualized instruction provides a framework for participation in which students are offered a wide range of learning experiences in a variety of settings. Such experiences include field projects and trips, self-teaching packets, audio-tutorial and audio-visual resources, debates, simulation games, role-playing, problem-solving, one-to-one discussions, and independent study. ISS is a three-year social studies curriculum with two years required for graduation. The third year consists of electives, built on the content and methods of the first two years. The main focus of the first year's program is on enabling students to recognize and evaluate the influences and institutions that help shape individual personalities. The second year's program begins with emphasis on the nation-state and the involvement of the student as a citizen with the processes of political institutions, and proceeds to the consideration of man and his role in the world. Personnel resources for the program involve the faculty, citizens, experts from the community, and the school's audio-visual coordinator. Staff responsibility for ISS is taken by 9 teachers, 3 paraprofessionals, 2 aides, 3 interns, and 5 student teachers. The entire team is involved in the planning process. Student evaluation may take the form of special projects, oral evaluation, objective tests or essay tests. (JLB)

ED 080 401 SO 005 684

Bilek, Robert Haley, Frances

Community Laboratory in Political Science. Profiles of Promise 8.

ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date [73]

Note—4p.

Available from—Social Science Education Consortium, 855 Broadway, Boulder, Colorado 80302 (\$10.00, 1 copy of 30 issues; \$20.00, 5 copies of 30 issues)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Government (Course), Civics, Community Agencies (Public), Community Involvement, *Educational Innovation, Field Experience Programs, Grade 12, Laboratory Training, Local Government, *Political Science, Public Affairs Education, *School Community Relationship, Secondary Grades, Social Studies, State Agencies, State Government, *Work Experience Programs

Identifiers—Profiles of Promise, *Salinas (California) Union High School District

The Community Laboratory in Political Science (CLIPS) is a unique combination of American government and exploratory work experience. Each semester 16 seniors from four high schools in Salinas work in community agencies and receive credit for both government and work experience. The major objective of the program is to provide students with personal experience with governmental agencies so they might develop a more positive attitude toward state and local government. To achieve this, the project organizer, Robert Bilek, asked each agency participating in the program to indicate the type of process they would like interns to experience. Initially, there was difficulty in getting agencies to participate in the program. After the first semester; however, agencies who had heard about the program began to call to volunteer their services. The participation of 25 agencies makes it possible for students to alternate between about 6 agencies in one semester. There are no grade requirements for the program, but students do need parental approval to participate and must furnish their own transportation. Because students receive academic credit, Bilek must visit them on the job and talk with their supervisors. Students are also asked to keep anecdotal records of their experiences, which are taken into account when assigning grades. Bilek notes that the cost for the program is minimal; only his time is necessary to coordinate the program. (JLB)

ED 080 402 SO 005 874

Councils, James Steve

Ethnicity: Science, Being, and Educational Opportunity.

San Francisco Univ., Calif. Office of Institutional Studies.

Pub Date 1 Mar 73

Note—24p.; Paper presented at the American Educational Research Association, New Orleans, Louisiana, February, 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Acculturation, Bibliographic Citations, *Biculturalism, *Bilingualism, *Cultural Interrelationships, Cultural Pluralism, *Educational Opportunities, Educational Principles, Educational Theories, Ethnic Groups, *Ethnology, Language Skills, Linguistic Competence, Sociocultural Patterns

Identifiers—*American Educational Research Association

This paper is supportive to the anthropological principle of biculturalism as a pragmatic principle of education of America's contemporary ethnically-different people. The acquisition of bilingualism and a bicultural ethos are objective evidences of this process in action. Personal experiences of the author's childhood education in a Greek and American culture are detailed as a basis for development of the author's theory that educational opportunity is found in the nature of biculturalism. Problems of the Science related to the basic category of ethnicity—the acquisition of speech and language—are discussed. (SHM)

ED 080 403 SO 005 898

Circulator. Volume 4, Number 1, Spring 1973.

National Board of Young Men's Christian Associations, New York, N.Y. Urban Action Commission.

Pub Date 73

Note—16p.

Available from—Y Circulator, National Council of YMCAs, 291 Broadway, New York, New York 10007 (\$4.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Programs, Bulletins, Community Programs, Community Services, Counseling Programs, Demonstration Programs, *Family Programs, Guidance Programs, *Human Relations Programs, *Newsletters, Personal Values, Program Guides, Resource Guides, *Values, *Youth Programs

Identifiers—Values Education, *Young Mens Christian Association

This publication, issued twice a year -- Spring and Fall -- is designed for professional YMCA staff around the country. However, non-YMCA people and organizations might also be interested in the programs which may be applicable to their needs. The objective of the newsletter is to provide readers with information about types of specific innovative YMCA programs and activities about programs in other areas. This issue focuses on the subject of values education. A Hi-Y conference report from Blue Ridge, North Carolina, details the process used to plan and implement a program design centered around values clarification. Other sections of the newsletter include descriptions of teen programs, program ideas for children and families, and articles on counseling. An annotated list of educational materials on varied subjects is included. Copies of the newsletter are available in one dozen lots for \$4.00 or six copies each of two issues for a year for \$4.00, i.e.; a subscription charge is \$4.00 for approximately thirty-two pages of the Circulator. (SHM)

ED 080 404 SO 005 978

Cherryholmes, Cleo H. Gillespie, Judith A.

Alternative Approaches to Political Education.

Pub Date [72]

Grant—OEG-0-70-2028(725)

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Patterns, Bibliographic Citations, Comparative Analysis, Educational Development, Educational Philosophy, Educational Planning, *Educational Sociology, Educational Strategies, *Educational Theories, Individual Development, Instructional Design, Interaction, Models, Political Attitudes, *Political Science, *Political Socialization, Social Development, Social Sciences, Values

This paper focuses on a comparative analysis of the normative and empirical elements of four approaches to political education. The analysis is conducted by identifying the central assumptions, value commitments and the empirical theoretical structure of each approach and by making comparisons across alternatives. The findings of the analysis generally demonstrate that each approach has dramatically different normative and empirical implications for political education. (Author)

ED 080 405 SO 005 979

Hartley, William H.

How To Use a Motion Picture. How To Do It Series, Number 1.

National Council for the Social Studies, Washington, D.C.

Report No.—NCSS-SER-1

Pub Date 65

Note—8p.; Revised Edition

Available from—National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$0.25-Quantity Discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Classroom Techniques, Elementary Education, *Films, Guidelines, Secondary Education, *Social Studies, *Teaching Methods, Teaching Models

This is the first of twenty-five How To Do It guides which offer practical classroom techniques for elementary and secondary social studies teachers. Classroom techniques on how to use a motion picture in a social studies classroom is the focus of this bulletin. Information is included on reasons and purposes for using a film and step-by-step plans for implementing films in the classroom. Tips are provided for ordering the film, previewing the film, preparing the class for the film, and presenting the film. Follow up suggestions are given for repeat showings, film experience evaluation, and coordinating films with other aids. Sources are provided from which principle types of motion pictures may be obtained that include classroom, government, theatrical, and commercial films; several film guides; and a source for keeping informed about films. A

selected bibliography of books concludes the bulletin. Related documents are SO 005 979 through SO 006 000. (SJM)

ED 080 406 SO 005 980

Cartwright, William H.

How To Use a Textbook. How To Do It Series, Number 2.

National Council for the Social Studies, Washington, D.C.

Report No.—NCSS-Ser-2

Pub Date 66

Note—8p.; Revised Edition

Available from—National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$0.25-Quantity Discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Classroom Techniques, Elementary Education, Guidelines, Instructional Materials, Secondary Education, *Social Studies, *Teaching Methods, Teaching Models, *Textbooks, Textbook Selection

Effective procedures and techniques for using a textbook along with a philosophy of textbook use in K-12 schools are given in this second issue. The social studies textbook is described as a tool to be used in conjunction with other supplementary instructional materials, such as audio-visual materials, reference books, periodicals, and lectures. Before study begins, teachers are encouraged to have students examine the textbook to thoroughly acquaint them with its organization and, moreover, prepare them with lifelong skills in the use of books applicable to all materials. Considerable focus is upon the functions of the textbook: to provide course organization, to supply basic content, and to furnish common learning materials. Other suggestions are given on textbook selection, adaptation of textbooks to the abilities of the readers and how to use the textbook to teach the techniques of intensive reading. Related documents are SO 005 979 through SO 006 000. (SJM)

ED 080 407 SO 005 981

Brown, Ralph Adams Tyrrell, William G.

How to Use Local History. How to Do It Series, Number 3.

National Council for the Social Studies, Washington, D.C.

Pub Date 66

Note—8p.

Available from—National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$0.25-Quantity Discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Classroom Techniques, Elementary Education, Guidelines, *History Instruction, Secondary Education, *Social Studies, *Teaching Methods, Teaching Models, Teaching Techniques

Identifiers—*Local History

The philosophy and techniques of using local history to make the world more interesting, realistic, and understandable to K-12 students are provided in this third How to Do It Series. Objectives of using local history as a teaching technique are to promote: critical thinking and other cognitive skills; orientation of the present community to the past in order that students may develop a feeling for their community; an understanding of the world in terms of cause and effect; development of ideals in loyalty, integrity, and responsibility; and an understanding of historical continuity. Tips to the teacher include: 1) How to discover and use primary sources such as community records, newspapers, letters, diaries, buildings, monuments, historical societies and museums, personal collections, and the geography of the community; 2) How to relate the materials of local history to initiatory, developmental and culminating activities; 3) What areas in local history can be studied; and 4) How to use local history in developing skills in critical thinking. Related documents are SO 005 979 through SO 006 000. (SJM)

ED 080 408 SO 005 982

Grabola, Marion R.

How To Use a Bulletin Board. How To Do It Series, Number 4.

National Council for the Social Studies, Washington, D.C.

Report No.—NCSS-Ser-4

Pub Date 65

Note—6p.; Revised Edition

Available from—National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$0.25-Quantity Discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Bulletin Boards, Centers of Interest, *Classroom Techniques, Display Panels, Elementary Education, Guidelines, Secondary Education, *Social Studies, *Teaching Methods, Teaching Models, Teaching Techniques, *Visual Aids

Designed as a tool for K-12 teachers, this paper includes practical suggestions and sources for using a bulletin board to tell what's going on in the social studies classroom. Information is included on: 1) reasons for using bulletin boards; 2) ways that the boards can be planned and made jointly by students and teachers; 3) general rules to follow in setting up a display; 4) types of bulletin boards teachers can build; 5) a list of suggestions for thematic displays; and 6) an enumeration of sources—federal, association and business concerns—that produce materials suitable for bulletin board displays. Related documents are SO 005 979 through SO 006 000. (SJM)

ED 080 409 SO 005 983

Cummings, Howard H. Bard, Harry

How To Use Daily Newspapers. How To Do It Series, Number 5.

National Council for the Social Studies, Washington, D.C.

Report No.—NCSS-Ser-5

Pub Date 64

Note—7p.; Revised Edition

Available from—National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$0.25-Quantity Discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Classroom Techniques, Elementary Education, Guidelines, *Newspapers, Secondary Education, *Social Studies, *Teaching Techniques

Suggestions on how to use the newspaper in the social studies classroom are given in this instruction sheet. Objectives for using a newspaper in classes are to help the student develop the habit of reading a daily newspaper; to interest him in current events; and to encourage the student in critically examining newspaper accounts. To encourage habitual reading ideas are given on principles of setting newspaper displays on bulletin boards, and other devices for creating interest in current news such as newsmaps, broadcasts, notebooks, and files. Other sections deal with how to help the student develop a background for news and skills for reading a newspaper; how to evaluate the news; ways that teachers can use news materials which are especially prepared for school use; how to use newspapers to increase the effectiveness of other mass media; and guidelines for using the newspaper effectively in class and for judging the quality of the local newspaper. A brief selected bibliography is included. Related documents are SO 005 979 through SO 006 000. (SJM)

ED 080 410 SO 005 984

Lichen, Ruth E.

How to Use Group Discussion. How to do it Series, Number 6.

National Council for the Social Studies, Washington, D.C.

Report No.—NCSS-Ser-6

Pub Date 65

Note—8p.; Revised Edition

Available from—National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$0.25-Quantity Discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Classroom Techniques, *Discussion (Teaching Technique), Elementary Education, *Group Discussion, Guidelines, Secondary Education, *Social Studies, *Teaching Methods, Teaching Models, Teaching Techniques, Values

Suggestions for implementing group discussion techniques in elementary and secondary classrooms are given in this tip sheet for teachers which is one of a series. The need and nature of discussion as a necessary force in the democratic way of life is stressed. General information is provided on how discussion aids the individual; the purposes of discussion; seating arrangement of participants; size of groups; and other factors

contributing to successful discussion groups. Five steps of the thought process analyzed by John Dewey—recognition of the problem; location, definition, and analysis of the problem; solutions; consideration of solutions; and verification—are discussed. In addition, common pitfalls are examined such as minority domination, keeping on the subject, and lagging discussion. Because variations exist within the group structure a variety of techniques are included to ensure cooperative group discussion along with a checklist which can be used as a guide before discussion and afterwards as a means of self-evaluation. The teacher's responsibilities and an evaluative checklist toward good group discussion conclude the guide. (SJM)

ED 080 411 SO 005 986

Larkin, Myrtle S.

How to Use Oral Reports. How to Do It Series, Number 10.

National Council for the Social Studies, Washington, D.C.

Report No.—NCSS-Ser-10

Pub Date 64

Note—6p.; Revised Edition

Available from—National Council for the Social Studies, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$0.25-Quantity Discounts)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Classroom Techniques, Elementary Education, Guidelines, *Oral Communication, *Oral Expression, Secondary Education, *Social Studies, *Teaching Methods, Teaching Models, Teaching Techniques

Suggestions for implementing oral reports in social studies elementary and secondary classrooms are summarized in this guide. The bulletin offers brief sections on the value of oral reporting; establishment of criteria for oral reports; selection of a topic which is related to the unit under study; the scheduling of reports; various types of reports including discussion of informal, formal, and group reports; and evaluation techniques. A list of references for using oral reports in social studies classes concludes the report. Related documents are SO 005 979 through SO 006 000. (SJM)

ED 080 412 SO 006 005

Shane, Harold G.

The Educational Significance of the Future. A Report Prepared for Sidney P. Marland, Jr., U.S. Commissioner of Education.

Spons Agency—Office of Program Planning and Evaluation (DHEW/OE), Washington, D.C.

Pub Date Aug 72

Contract—OEC-0-72-0354

Note—148p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Bibliographic Citations, Educational Change, *Educational Objectives, *Educational Planning, Educational Problems, *Educational Research, Educational Trends, *Futures (of Society), Research and Development Centers, Research Opportunities, Research Projects, Social Problems, Surveys, Technical Reports

Identifiers—*Futures Research

This is the final report of a USOE study to determine the educational significance of the future. Chapter I summarizes the study and makes recommendations. Chapter II is designed to provide an "action picture" of futures planning insofar as it could be caught in motion during 1971-1972. Chapter III discusses policy research with a bearing on education. Its content is drawn from the survey interview form used in the study, as well as from printed materials. "The Educational Significance of the Future" is explored in Chapter IV. This part of the report is composed of the opinions which a majority of futurists seem to share in regard to the tasks and problems of United States schools as well as much education related information abstracted from the survey questionnaire. The chapter concludes with a review of possible changes in U.S. educational policies, structures, and organization. Chapter V endeavors to examine the question of whether, and if so, how, the USOE can make better use of the Educational Policy Research Centers at the Stanford and Syracuse research institutes. A short bibliography listing books and articles germane to the study concludes the report. (Author/SHM)

ED 080 413 SO 006 018

Michaelis, John W.

Inquiry Processes in the Social Sciences.

California Univ., Berkeley. School of Education.
Pub Date 73

Note—54p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographic Citations, Cognitive Development, *Cognitive Processes, *Curriculum Planning, Educational Objectives, *Inquiry Training, Instructional Design, Instructional Improvement, Literature Reviews, Material Development, Models, *Social Sciences, Social Studies, *Teaching Techniques

During the past decade interest in developing thinking skills has continued to be high and particular attention has been given to basic inquiry of the cognitive processes that are used in investigating topics and problems in the social studies. The central purpose of this study is to identify a set of processes that may be used to plan instruction in the social studies. A review of processes that should be emphasized in instructional planning includes a summary of processes in selected professional publications that deal with inquiry, thinking, and cognitive activities and a summary of processes in social studies textbooks and accompanying teacher's manuals. A cohesive set of processes is identified and teaching strategies and related techniques for each of the processes proposed for instructional planning are described. The investigator makes a critical assessment of strengths and weaknesses of the proposed set of processes. Ways in which the processes may be used to improve instructional planning and to analyze materials are also considered. (Author/SHM)

ED 080 414 SO 006 036

Whitaker, Donald P. Shinn, Rinn-Sup

Area Handbook for the People's Republic of China.

American Univ., Washington, D.C. Foreign Area Studies.

Report No.—DA-Pam-550-60

Pub Date 72

Note—728p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$4.75)

EDRS Price MF-\$0.65 HC-\$26.32

Descriptors—*Area Studies, *Chinese Culture, Cultural Background, Demography, *Developing Nations, Economic Change, Economics, *Foreign Culture, Foreign Relations, Geography, Governmental Structure, Guides, History, Military Organizations, National Defense, Religion, Social Attitudes, Social Structure, Social Systems, Sociocultural Patterns, Values

Identifiers—*People's Republic of China

This volume on the People's Republic of China is one of a series of handbooks prepared by the Foreign Area Studies (FAS) of the American University, designed to be useful to military and other personnel who need a convenient compilation of basic facts about the social, economic, political, and military institutions and practices of various countries. The emphasis is on objective description of the nation's present society and the kinds of possible or probable changes that might be expected in the future. An extensive bibliography and a glossary are provided. Related documents are: ED 059 936, ED 059 632, and ED 059 946. (Author)

ED 080 415 SO 006 037

Wenham, Peter D.

History in English Secondary Schools. A Review of Practice and A Programme for Development: The Schools Council Project in History 13-16 at the University of Leeds. Occasional Paper #73-2.

State Univ. of New York, Stony Brook. American Historical Association Education Project.

Pub Date 73

Note—20p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Education, Conceptual Schemes, Course Content, *Curriculum Development, *Educational Objectives, Educational Practice, Educational Programs, Field Studies, *History Instruction, Inquiry Training, Models, Program Descriptions, Secondary Schools, Skill Development, Taxonomy, Teacher Improvement, Teaching Programs

Identifiers—*Schools Council Project in History

The Schools Council Project investigated current practices in teaching history, identified objectives and obstacles and carried out a program in trial schools based upon conclusions drawn from the investigation. An experimental

framework for syllabus construction based first on the conceptual structure of history and second, on a taxonomy of educational objectives was abandoned in favor of a framework founded on "the uses of history for the adolescents." For example, units within the framework correspond to the specific uses of history (explain the present) and bear general relation to some of the other uses, (understand human development). Thus greater variety of content and ways of looking at history with an emphasis on inquiry in depth and the development of investigative skills were identified as educational objectives to be pursued in the implementation of the project. Since examinations were regarded by the teachers as of paramount priority, the Project suggested an examination program based on various methods of assessment which test historical skills as well as historical knowledge. The recommendations of the council will be carried out (September 1973) in trial schools. Teaching materials will be produced and tested. Case studies of the individual schools will operate as the mode of evaluation of the Program. (JRB)

ED 080 416 SO 006 039

Semb, George, Ed. And Others

Behavior Analysis and Education.

Kansas Univ., Lawrence. Dept. of Human Development.

Pub Date 72

Note—442p.

Available from—Department of Human Development, University of Kansas, Lawrence, Kansas 66044 (\$4.98)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Behavioral Science Research, *Behavioral Sciences, Behavior Patterns, Case Studies (Education), Child Development, Conference Reports, Educational Objectives, *Educational Programs, Educational Strategies, Educational Theories, Elementary Grades, Higher Education, Intermediate Grades, Secondary Grades, State of the Art Reviews, Student Behavior, Teacher Education

This book presents part of the proceedings from the Third Annual Conference on Behavior Analysis in Education which was designed to provide Project Follow Through with the most current research products in the field, and to serve participating researchers by providing a medium for exchange of information regarding the state of the art and its most immediate challenges. The papers published are organized in seven sections. Part I includes a discussion of some of the current problems confronting applied behavior analysis and suggestions of some alternate techniques behavior analysis might use to have a greater impact on education. Part II consists of seven papers which address themselves to relatively new areas of research. Subsequent sections present a comprehensive behavior analysis program for handicapped children, description of the use of students as behavioral engineers, consideration of teacher training programs, current techniques and procedures. The concluding section emphasizes a behavioral approach to higher education. (Author/SHM)

ED 080 417 SO 006 040

The Preparation of Dissemination Media for Learning about Religion in Public Education. Project Final Report.

Florida State Univ., Tallahassee. Religion - Social Studies Curriculum Project.

Spons Agency—Arthur Vining Davis Foundations, Miami, Fla.; Danforth Foundation, St. Louis, Mo.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date [73]

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, Educational Innovation, Educational Objectives, Film Production, Guidelines, High School Curriculum, Indexes (Locators), Instructional Aids, Program Descriptions, Projects, *Public Education, *Religious Education, Secondary Grades, *Social Studies, Teacher Workshops

Identifiers—Florida, *Religion-Social Studies Curriculum Project

This is the final report of the Religion-Social Studies Curriculum Project in Florida. The committee: 1) surveyed the prospects and propriety for the academic study of religion in public education; 2) prepared and tested innovative instructional

materials for the study of religion in secondary school social studies; 3) conducted two teacher education summer institutes for approximately sixty high school social studies teachers; and 4) assisted schools through publications and workshops and the State Department of Education through preparation of a Guide to Learning About Religion. Through these efforts the social studies curriculum has been required to deal more adequately with "religion," one of the humanities subject areas, and with "valuing," a humanistic activity. The Project under the provisions of the proposal produced a set of four 16mm color, sound films with accompanying study-packets on "Learning about Religion in Public Schools." Included are a list of media centers holding copies of these films for loan and of libraries holding bound copies of the study-packets. (Author/SHM)

ED 080 418 SO 006 044

Rosenau, Norah

Political Learning in Children and Adults.

Pub Date 11 May 73

Note—75p.; Speech presented at the Annual Michigan State University Conference on Social Science and Social Education (3rd, East Lansing, Michigan, May 11-12, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Sciences, Classical Conditioning, Cognitive Processes, *Learning Processes, *Learning Theories, *Political Socialization, Reinforcement, Speeches

The paper identified some of the major elements of political learning and suggests some of the conceptual links among these. The basic assumption of this paper is that the several existing approaches to learning and development can account for a significant portion of political learning. A selective picture of concepts and empirical knowledge about the four processes that jointly and simultaneously account for learning in the natural situations in which human individuals grow and develop are presented: 1) classical conditioning; 2) reinforcement; 3) modeling; and 4) cognitive assimilation and accommodation. The four processes are explained separately and linked to the aspects of political learning each serves to explain, while trying to keep salient the fundamental premise of the conception that the four processes are not separate but completely intertwined. Finally, the paper offers the concept of progressive differentiation as a fruitful way of viewing the process of political development, that is, political learning across the life-span. (Author)

ED 080 419 SO 006 047

Gillespie, Judith A. Cherryholmes, Cleo H.

Theory into Practice: Problems of Rational Policy-Making in a World Where the Null Hypothesis Dominates.

Pub Date 11 May 73

Note—32p.; Paper presented at the Conference, "Social Education: An Examination of Purposes and Perspectives," (Michigan State University, Lansing, May, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographic Citations, *Decision Making, Educational Development, *Educational Policy, Educational Psychology, *Educational Theories, Futures (of Society), Guidelines, Intervention, Literature Reviews, Models, *Policy Formation, Problem Solving, School Organization, School Policy, Speeches, Values

The purposes of this paper are threefold: 1) to explore several ways in which rational policy-making can be approached; 2) to discuss various plausible explanations for the findings and intervention strategies which seem to be consequent with those explanations; and 3) to determine the strengths and weaknesses of various specific intervention strategies in light of the findings and explanations. The problem facing educational policy-makers who desire the further educational achievement in a way dictated by explicit normative theories spelling out purposes and empirical research is explored. Alternative explanations for null educational research findings on student achievement are discussed and intervention strategies associated with each explanation are noted. It is concluded that the most salient alternatives in social education fall largely into the same general approach to problem-solving and that the significantly different social action alternatives require a complex set of decisions regarding implementation and potential effects on achievement. (Author/SHM)

ED 080 420 SO 006 049

Hines, Paul D. Wood, Leslie
A Guide to Human Rights Education. Bulletin 43.
 National Council for the Social Studies, Wash-
 ington, D.C.

Pub Date 69

Note—152p.

Available from—National Council for the Social
 Studies, 1201 Sixteenth Street, N.W., Washing-
 ton, D.C. 20036 (\$2.25)

**EDRS Price MF-\$0.65 HC Not Available from
 EDRS.**

Descriptors—Bibliographic Citations, *Civil
 Liberties, Civil Rights, Elementary Education,
 Human Dignity, Human Relations, Interna-
 tional Law, International Organizations,
 Resource Guides, Secondary Education, *Social
 Studies, Teaching Guides, *Teaching
 Techniques, Values

Background information and teaching sug-
 gestions are offered in this guide for implement-
 ing human rights ideas in existing social studies
 curriculum at the elementary and secondary
 grade levels in the United States. Emphasis is
 upon equal universal rights for every person as a
 concern of education and action. The introduc-
 tion presents an address by Chief Justice Warren
 entitled "Continuing Action for Human Rights."
 The remainder of the guide is arranged into four
 chapters. Chapter one briefly traces the history of
 human rights from Hammurabi's Code up to
 1945. Chapters two and three deal with man's
 continuing struggle for human rights after 1945
 through agencies of the United Nations. These
 chapters focus on discussion of specific human
 rights documents; formation of human rights
 documents; conventions; the basis of, implemen-
 tation problems of, and future development of
 human rights. In chapter four twenty strategies
 are suggested, ranging in scope from role playing
 activities to establishing a United Nations day to
 referral to Centers. An appendix contains twelve
 human rights documents. A selected human rights
 bibliography includes forty-six annotated book
 citations and lists filmstrips, phonograph records,
 tapes, and transparencies. (SJM)

ED 080 421 SO 006 051

Kotcher, Elaine Doremus, Richard R.

**Increasing Positive Interactive Classroom
 Behavior.**

Great Neck Public Schools, N.Y.

Pub Date Nov 72

Note—46p.; Paper presented at the NERA Con-
 ference, November, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, *Classroom Ob-
 servation Techniques, *Classroom Research,
 *Inservice Teacher Education, *Interaction
 Process Analysis, Student Behavior, Student
 Teacher Relationship, Teacher Behavior,
 Teacher Improvement, Workshops

During the spring of 1972 training workshops
 for 88 elementary and secondary teachers of the
 Great Neck Public Schools held to examine four
 hypotheses: 1) workshops in training teachers to
 observe classroom behavior would significantly
 increase these same teachers' positive classroom
 interactive behaviors consisting of teacher, pupil-
 pupil, teacher-pupil, and total behavior; 2) sec-
 ondary teachers would show significantly more gain
 than elementary school teachers; 3) as the time
 between training sessions and post-observations
 increased, the total positive classroom behaviors
 would also increase; 4) teachers would continue
 to independently train themselves after the con-
 clusions of the workshop. Pre-training and post-
 training observations were made, and a question-
 naire distributed. Findings supported hypotheses
 one and two. Other findings are that secondary
 teachers caught up to the elementary teachers as
 a result of the training, and that teachers will not
 independently train themselves. A questionnaire
 revealed that teachers considered classroom
 visitations as the most useful aspect and films as
 the least useful aspect of the workshop; that
 public relations need to be improved; and that
 the workshop was better than other typical
 workshops and should be continued with a
 number of changes. (Author/SJM)

ED 080 422 SO 006 052

Futures Information Interchange.

Massachusetts Univ., Amherst. School of Educa-
 tion.

Pub Date [73]

Note—15p.

Available from—Futures Information Inter-
 change, School of Education, University of
 Massachusetts, Amherst, Massachusetts 01002
 (free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Curriculum Development, Educa-
 tional Innovation, Educational Trends, *Futures
 (of Society), Information Dissemination,
 *Newsletters, Teaching Techniques

This newsletter is an information exchange ef-
 fort on the part of the Futures Information
 Center being established at the University of
 Massachusetts. Typical issues will contain infor-
 mation on innovative lesson plans, ideas, materi-
 als, project descriptions, or other facets which are
 being implemented at various levels and schools
 on the topic of futures. Announcements and
 discussions of books and materials, and
 workshops which were brought to the Center's at-
 tention, are included. This issue presents two spe-
 cial feature sections. The first describes a group
 learning exercise introduced to a graduate
 seminar in futurism in which a hypothetical com-
 mercial drug company announces a new drug
 that, when injected, gives the user a perfect recall
 of all that he/she has experienced during the
 three hour period that the drug is active. Assign-
 ments are included which focus on critical think-
 ing skills in writing and discussion. The second
 feature section offers (in several pages) a
 framework of a futures curriculum from a New
 Jersey high school. The framework provides an
 overview, unit outline, and classroom activity sec-
 tion. Those interested in receiving the free
 newsletter should get on the mailing list. (SJM)

ED 080 423 SO 006 055

City School. First Year Report.

City School, Madison, Wis.

Spons Agency—Madison Public Schools, Wis.;
 Wisconsin Univ., Madison.

Pub Date Mar 73

Note—112p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Alternative Schools, Community
 Resources, Community Schools, Comparative
 Analysis, Educational Programs, Experimental
 Schools, *Formative Evaluation, Parent At-
 titudes, *Program Evaluation, Public School
 Systems, *School Community Cooperation,
 School Community Relationship, Secondary
 Education, Student Attitudes, Student Par-
 ticipation, Student Teacher Relationship

In 1971 members of TTT (a federally funded
 doctoral program within the University of
 Wisconsin school of education), teachers at
 Memorial High School, students, and community
 members planned an alternative school -- namely
 City School. This report provides background in-
 formation, descriptive and objective outside
 evaluative data for the school, the central pur-
 pose of which is to foster growth in interpersonal
 communication and to build community involve-
 ment. During the first year 118 courses were of-
 fered in the curriculum which included 43 com-
 munity internships. Over sixty community people
 were involved in teaching programs focusing on
 student involvement. Tutorial group programs
 were organized so that students could plan their
 education and develop interpersonal relation-
 ships. In a comparison with other high school
 parents and students, City School students were
 found to be equally creative, more open, and
 more satisfied with their school. Achievement
 levels were equal. Other evaluative findings show
 that there were several problematic issues facing
 the school; out of 105 students 6 graduated early,
 11 returned to their previous schools, and 5
 dropped out of school completely; elementary
 teachers in other programs were pleased with
 their relationship to City School; and the school
 cost less than other public high schools during
 the first semester. (SJM)

ED 080 424 SO 006 060

Jennwein, Marilyn And Others

Project Pride Evaluation Report.

Maine School Union 87, Orono.

Spons Agency—Maine State Dept. of Education,
 Augusta.

Pub Date [72]

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Studies, *Formative
 Evaluation, Grade 11, *Program Evaluation,
 Projects, Secondary Education, *Social Studies

Identifiers—Elementary Secondary Education Act
 Title III, ESEA Title III, Maine, *Project
 PRIDE

Project PRIDE (Probe, Research, Inquire,
 Discover, and Evaluate) is evaluated in this re-
 port to provide data to be used as a learning tool
 for project staff and student participants. Major
 objectives of the project are to provide an inter-
 disciplinary, objective approach to the study of
 the American heritage, and to incorporate
 methods and procedures in the high school pro-
 gram to provide a more individualized approach
 to the learning process. Instruments and methods
 with which to evaluate objectives included the
 Watson-Glaser Critical Thinking Appraisal (C-
 TA); pre-post tests and questionnaires; random
 samples of students; subjective evaluations of
 teachers and students; and outside observer re-
 ports. The instruments measured the extent to
 which students: 1) discussed and analyzed the in-
 terrelationship of the elements that make up a
 culture; 2) demonstrated an appreciation of the
 multi-disciplinary approach to human problems;
 and 3) recognized the reciprocal relationship
 between the humanities and the social sciences in
 the context of a culture; and other objectives.
 The extensive evaluation section, based on how
 well each objective was fulfilled, is stated in po-
 sitive and negative terms. For example, although
 objective 1 (above) was effectively achieved
 when measured by comparative random samples
 of students by units, findings from CTA pre-post
 testings were shown to be statistically significant
 in a negative direction. (SJM)

ED 080 425 SO 006 063

Hawley, Robert C. Hawley, Isabel L.

**A Handbook of Personal Growth Activities for
 Classroom Use.**

Education Research Associates, Amherst, Mass.

Pub Date 72

Note—132p.

Available from—Education Research Associates,
 Box 767, Amherst, Massachusetts 01002
 (\$5.00, Quantity Discounts 20%)

**EDRS Price MF-\$0.65 HC Not Available from
 EDRS.**

Descriptors—Critical Thinking, Elementary
 Grades, Enrichment Activities, *Personal
 Growth, Resource Guides, Secondary Grades,
 Self Actualization, Teaching Guides, Teaching
 Techniques

Ninety-four personal growth activities for ele-
 mentary and secondary grade children are in-
 cluded in this teaching guide. Through the vari-
 ous classroom activities, designed for approxi-
 mately 20 to 30 students, teachers aim to expand
 the awareness of each individual; to set a tone
 and supply conditions favorable to growth; and to
 negate social forces which block growth. Empha-
 sis is upon describing positive activities which
 foster process skills such as creative thinking,
 problem-solving, and critical thinking but at the
 same time promote active involvement, coopera-
 tion, communication, and self-awareness. Activi-
 ties, arranged topically, are built around:
 establishing rules and procedures; community
 building; brainstorming; summarizing, and draw-
 ing inferences; positive focus; achievement
 motivation; feedback; identifying concerns;
 developing open communication; identity; inter-
 personal relationships; non-verbal and sensory
 awareness; and teaching content. Information for
 each activity includes materials needed and
 procedures. A bibliography of supplementary read-
 ing suggestions is provided. (SJM)

ED 080 426 SO 006 065

McPhie, Walter E.

**Dissertations in Social Studies Education: A Com-
 prehensive Guide. Research Bulletin Number 2.**

National Council for the Social Studies, Washing-
 ton, D.C.

Report No.—Res-Bull-2

Pub Date 64

Note—111p.

Available from—National Council for the Social
 Studies, 1201 Sixteenth Street, N.W., Washing-
 ton, D.C. 20036 (\$2.00)

**EDRS Price MF-\$0.65 HC Not Available from
 EDRS.**

Descriptors—*Annotated Bibliographies,
 Catalogs, *Doctoral Theses, *Educational
 Research, Indexes (Locators), Reference
 Materials, *Social Studies

This guide provides educators with a com-
 prehensive list of doctoral dissertations in social

studies education completed between 1934 and 1962. A basic bibliographic reference for each entry, containing the author's name, the title of the study, the name of the university where the study was completed, and the date of completion, constitutes the major concern and contribution of the guide. In addition, when certain other pertinent information was readily available, the basic bibliographic reference is supplemented and may contain such data as a brief summary of the purpose of the study, abstract and microfilm references, and Library of Congress card numbers. Occasionally a published reference, written by the author of a study and based on the study, is cited. The studies are grouped into twenty-six categories. Indexing is by author and subject. (Author/SHM)

ED 080 427 SO 006 080

Carlson, Kathleen, Ed.

International Peace Studies Newsletter. Volume 2, Number 3.

Akron Univ., Ohio. Center for Peace Studies.

Pub Date 73

Note—5p.

Available from—International Peace Studies Newsletter, Center for Peace Studies, The University of Akron, Akron, Ohio 44325 (free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Programs, Higher Education, *Newsletters, *Peace

This newsletter, published three times a year, is designed to disseminate information on peace studies activities and programs in colleges and universities. Typical issues include descriptions of many peace studies programs on campuses; continuous listings of people and organizations that welcome materials on existing courses and programs; news of the Consortium on Peace Research, Education, and Development (COPRED) activities; announcements of conferences and meetings; descriptive statements on newsletter, journal, abstract and series publications; a feature article; and a brief job registry. The feature article in this issue provides suggestions which are based on experience at several campuses for starting a peace program. Another brief article discusses and analyzes the peace studies role. (SJIM)

ED 080 428 SO 006 081

Ninth Annual Report of the Advisory Commission on International Educational and Cultural Affairs.

Advisory Commission on International Educational and Cultural Affairs, Washington, D.C.; Congress of the U. S., Washington, D. C. House Committee on Foreign Affairs.

Pub Date 73

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annual Reports, Cultural Education, *Cultural Exchange, *Exchange Programs, Foreign Relations, *International Education

The promise and problems inherent in exchange activities are reviewed, subjects which the Commission has focused attention upon are listed, and important questions about the exchange process are raised in this report which describes education and cultural exchange in 1972. The recent importance of cultural exchange is illustrated by such events as President Nixon's visit to the People's Republic of China; the U.S./U.S.S.R. agreement in regard to the exploration of space, U.S. aid to refugees in East Pakistan and Bangladesh; and the more general technological and cultural sharing by nations. Recent topics focused upon by the Commission include the potential for educational and cultural interchange with the People's Republic of China, programs in teaching English as a second language, and the need for data banks containing information on activities in educational and cultural exchange. A major aim of the Commission is to raise and pursue important questions about the exchange process. Ten questions are enumerated which concern such matters as whether exchange programs can contribute to peace between antagonistic nations, expand understanding, moderate conflicts, and contribute to more open societies. (SJIM)

ED 080 429 SO 006 084

Miller, James R. McNally, Harry

The UMO (University of Maine, Orono) Teacher Training Program: A Case Study and a Model.

Maine Univ., Orono. Coll. of Education.

Pub Date [73]

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Learning, *Case Studies (Education), *Educational Programs, Evaluation Techniques, Individualized Curriculum, Methods Courses, Models, *Preservice Education, Schedule Modules, Secondary School Teachers, *Social Studies, Student Teaching, Teacher Education, *Teacher Education Curriculum

Identifiers—*Maine

This case study presents a model of the University of Maine, Orono, pre-service program for preparing secondary social studies teachers. Focus is on the Foundations Component and the Methods Component, either of which can function independently of the other. Only brief mention is made of either the Exploratory Field Experience Component or the Student Teaching Component of the Model since these do not differ significantly from those parts in more traditional programs. The optional patterns of study available to social studies education majors are described. In the Foundations Component traditional courses are organized into five-week, highly specific courses. This modularization encourages students to by-pass their areas of strength and to concentrate on their weaknesses. The model for the Methods Component is designed to allow students who possess the basic skills to demonstrate their proficiency with little or no additional work. An example of a Learning Activity Packet for use in this phase of study is included. Procedures to be used in evaluation of the program are described. (SHM)

ED 080 430

Gary, Eloise Voorhies

Art: Involvement.

Saint Martin Parish School Board, St. Martinville, La.

Report No.—DPSC-68-5592

Pub Date [72]

Note—84p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, *Art, *Art Activities, *Art Education, Art Expression, Bulletin Boards, Curriculum Guides, Elementary Grades, Exhibits, Learning Activities, Learning Motivation, Self Expression, Techniques

Identifiers—*St. Martin Parish School Board

This curriculum guide suggests a flexible program of art for elementary grades. The artwork will reflect the levels of maturity achieved by the students. It is divided into sections on: 1) Developing of Awareness of Self Expression; 2) Organization of the Art Period; 3) Art Materials; 4) Techniques; 5) Motivation; 6) Topics for Motivation; 7) Seasonal Activities; 8) Evaluation; 9) Exhibiting; 10) Bulletin Boards; and a Suggested Letter to Parents. Many ideas for art projects are given. It is hoped that the students will learn to express reactions to their life experiences through art, and that self-awareness will enhance the power of observation. (Author/OPH)

ED 080 431

Safeguarding Our World Environment. The U.N. Conference on the Human Environment. Stockholm, June 1972.

Department of State, Washington, D.C.

Pub Date Jun 72

Note—39p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conferences, *Cooperative Planning, Developed Nations, Developing Nations, Ecological Factors, Environmental Education, *Environmental Research, *Futures (of Society), Human Geography, *International Programs, Natural Resources, Policy Formation, Pollution, Program Planning, World Problems

Identifiers—*United Nations Conference on the Human Environment

This booklet contains a summary of the preparation efforts of the United States for participation in the U.N. Conference on the Human Environment. This conference, the first worldwide effort of governments to consider and act upon the environmental problems of the entire human community, was held in Stockholm in June, 1972. Description is given of the planning phase of the conference, the agenda, the varied interests and issues to be considered, and of ex-

pected accomplishments of the meeting. The major topics discussed include: 1) Planning and Management of Human Settlements for Environmental Quality; 2) Environmental Aspects of Natural Resource Management; 3) Identification and Control of Pollutants of Broad Educational Significance; 4) Educational Social, Cultural, and Informational Implications of Action Proposals; 5) Development and Environment; and 6) International Organization and the Environment. In summary, the priority objectives of the United States government in the Stockholm conference are listed. (SHM)

ED 080 432

SO 006 118

Campbell, A. Bruce And Others

Teaching About Basic Legal Concepts in the Junior High School.

New York State Education Dept., Albany. Bureau of Secondary Curriculum Development.

Pub Date 73

Note—216p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Bibliographic Citations, *Concept Teaching, Course Organization, *Curriculum Development, Curriculum Planning, Educational Objectives, Junior High Schools, *Law Instruction, Resource Guides, Social Studies, *State Curriculum Guides, Teaching Guides, Teaching Techniques

This guide provides teachers with materials and resources to develop basic legal concepts within the existing social studies curriculum. Drawing on the descriptions of sociology, philosophy, political science, and history, legal concepts and processes are studied in a societal context. The conceptual approach to law as a social institution uses the inquiry method to consider several important aspects of the law: What is the nature of law? What are its social functions? What are its limits? How does law work? Four teaching modules, each of which deals with a basic concept of the legal system, are included. The core of each module is contained in a statement of understanding to be gained through the study. An explanation for the teacher follows the statement, providing a background of legal knowledge and delineating the importance of each understanding. Objectives, general questions useful in reaching the understanding, and suggestions for use of visuals are listed. Classroom strategies are described and resources are noted. The bibliography includes written source materials, films and filmstrips, with information concerning sources for purchasing or renting. (Author/SHM)

ED 080 433

SO 006 120

Susa, Conrad

A Report of the Sullivan County Festival of the Arts, 1968 to 1971.

Lincoln Center for the Performing Arts, New York, N.Y.; New York State Education Dept., Albany, Div. of Humanities and Arts.; Sullivan County Board of Cooperative Educational Services, Liberty, N.Y.

Pub Date Aug 71

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Cultural Activities, *Curriculum Development, Curriculum Enrichment, Dance, *Educational Innovation, *Educational Programs, Enrichment Experience, *Fine Arts, Humanities Instruction, Opera, Pilot Projects, Secondary Grades, State Programs, Summative Evaluation, Teaching Methods

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Sullivan County Festival of Arts

This report traces the evolution of the Sullivan County Festival of the Arts and changes in the curriculum and social life of the schools of Sullivan County. It summarizes the experiences and conclusions of a three-year period of activity in a pilot-demonstration project of the Division of the Humanities and Arts of the New York State Education Department. The Festival featured eight programs or modules in opera, dance, theater, and film. Students were prepared for the programs by means of lecture-demonstrations in assemblies and classroom workshops of artists and students together. Three phases of the project, based upon changes in the planning and preparation of the modules, are described. Appendices include: a report of project costs; an analysis of costs; documents and publications generated by the project; summaries of preparation, performances and personnel involved in each

module; attendance statistics; and a list of administrative and supportive personnel involved in the project. (SHM)

ED 080 434 SO 006 121
Asian-African Pupil Resource Project. Final Program Report.

White Plains Public Schools, N.Y.
Spons Agency—New York State Education Dept., Albany.
Pub Date [71]
Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—African Culture, Asian Studies, *Community Resources, *Cross Cultural Studies, Cross Cultural Training, *Cultural Education, *International Education, Pilot Projects, Program Descriptions, Resource Teachers, School Community Relationship, Secondary Grades, Social Studies, Student Development, *Summative Evaluation, World History

Identifiers—*Asian African Pupil Resource Project, Elementary Secondary Education Act Title III, ESEA Title III

The White Plains Schools, both public and parochial, instituted a plan under E.S.E.A., Title III whereby selected students were given special training in the study of African-Asian cultures through the utilization of community resources. The purpose of this training was to provide a corps of trained students who would disseminate throughout the community a better understanding of the African-Asian influences on and contributions to world history. Differences and similarities between the cultures of the two continents and the cultures of the United States were emphasized. These student resource personnel were available for use primarily to work with students who are studying world history and also as speakers in the community wherever the opportunity to utilize their training occurred. This document is the final program report of the project. An evaluation is made of both procedural and behavioral objectives. Conclusions are drawn and recommendations are made based on results of this evaluation. Included in the report is a packet of dissemination materials (correspondence, record forms, evaluation forms, data tables) which were used in the project. (Author/SHM)

ED 080 435 SO 006 122

Barber, Eric

Fine Arts Educational Improvement Project. Evaluation Record 1969-1970.

Illinois Midstate Educational Center, Normal.
Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.
Pub Date 70
Note—296p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Art Appreciation, Cultural Activities, Curriculum Development, Curriculum Enrichment, Drama, Educational Improvement, *Educational Innovation, *Educational Programs, Elementary Grades, *Fine Arts, Inservice Teacher Education, Intermediate Grades, Music, Music Education, Pilot Projects, *Program Evaluation, Records (Forms), Resource Centers, Secondary Grades, Summative Evaluation, *Theater Arts

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Fine Arts Educational Improvement Project, PACE

This document is an evaluation and record of the Fine Arts Educational Improvement Project, a Title III, E.S.E.A. "PACE" project administered in the state of Illinois. The project functioned primarily in the subject fields of art, drama, and music. Within the general purpose of improving educational opportunities in the arts, the project recognized these major objectives: 1) To provide live performances so that every child may have first-hand experiences with quality concerts, plays, and art exhibits or demonstrations; 2) To provide a variety of inservice training experiences for teachers to increase teaching effectiveness in the fine arts; 3) To provide models in the form of pilot programs to demonstrate unique approaches to fine arts education; and 4) To provide information materials, and services to project area schools through establishment and operation of a central Fine Arts Center. Measurement of evaluation results indicates that a significant number of the objectives of the project were attained. Samples of project materials are included in the report: evaluation forms, publicity forms, pre-per-

formance notes, conference reports, curriculum guides in art and music. A related document is ED 037 473. (Author/SHM)

ED 080 436 SO 006 141
French-Canadians, Acadians and the French in New England. A Learning Activity Packet.

Maine Univ., Orono. New England-Atlantic Provinces Quebec Center.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-A-042

Pub Date [72]

Grant—OEG-1-71-0011(509)

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, Area Studies, Audiovisual Aids, Autoinstructional Aids, Ethnic Groups, History, Instructional Materials, *Land Settlement, Learning Activities, Secondary Grades, *Social Studies Units

Identifiers—Canada, *French Canadians, Learning Activity Packets

The history of the French-Canadians from their beginnings to the present time is the topic of this Learning Activity Packet (LAP). Designed to acquaint students with the French, Canada's earliest permanent settlers following the Indians, the unit is divided into six objectives which include learning activities for each. Students are expected to learn about: 1) the French explorers in the 16th and 17th centuries who came looking for fish and furs, and the beginning of New France; 2) the French way of life along the St. Lawrence River before the Conquest. And how, under the rule of the King of France, the French tradition became established in the seigneurial system in farming; in fur trading with the Indians; and in the establishment of the Catholic church with missionaries; 3) the Acadians, and how their political views eventually led to their expulsion from the country; 4) the Conquest, in 1763, and its effect on the French-Canadians in Quebec; 5) the emigration by tens of thousands of Quebec-Canadians to New England during the mid and late 19th century; and, 6) the present role of French-Canadians and Acadians in New England through an understanding of their culture which has been preserved in the life style of the "little Canadas" in Maine milltowns and in the valley of the St. John River. The activities include the use of maps, simulations, books, role-playing, and audio-visual aids. There are several other units in the series. They are SO 006 140-145. (OPH)

ED 080 437 SO 006 142

Canada and the United States—Government and Political Parties—A Comparison. A Learning Activity Packet.

Maine Univ., Orono. New England-Atlantic Provinces Quebec Center.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-A-042

Pub Date [72]

Grant—OEG-1-71-0011(509)

Note—17p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, Autoinstructional Aids, *Civics, Comparative Analysis, Democracy, Governance, Governmental Structure, Government Role, Instructional Materials, *Leadership, Learning Activities, Political Issues, *Political Science, Power Structure, Secondary Grades, *Social Studies Units

Identifiers—*Canada, Learning Activity Packets, United States

In this Learning Activity Packet (LAP) students, mostly in small groups, analyze and compare a few major features of the Canadian and American governments. The LAP is divided into six learning objectives: 1) Both the United States and Canada are sovereign nations. What is sovereignty? What are nations? 2) People throughout the world are governed in many ways. Canada and the U.S. are very much alike. 3) What is a leader? What kinds of leadership exist in your group? How does a leader gain his position? In what ways is a leader needed? Nations have leaders. What do they do? In what different styles do they lead? Are all leaders good leaders? Why not? 4) If people are to live under governments, how do they protect themselves from allowing the leaders and government from becoming

too powerful? 5) How are leaders chosen? How do you choose the leaders of your group? How do countries choose their leaders? U.S. and Canada? State or province? and, 6) What is federalism? How does it work? What are similarities between the two countries. Each objective is accompanied by suggested learning activities. Some other LAPs are SO 006 140-145. (OPH)

ED 080 438 SO 006 144
Canada and the United States. Perspective. Learning Activity Packet.

Maine Univ., Orono. New England-Atlantic Provinces Quebec Center.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-A-042

Pub Date [72]

Grant—OEG-1-71-0011(509)

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, *Area Studies, Autoinstructional Aids, *Comparative Analysis, Cultural Differences, Foreign Relations, Governance, History, Instructional Materials, Land Settlement, Map Skills, Population Distribution, Secondary Grades, Social Studies Units

Identifiers—*Canada, Learning Activity Packets

The similarities and differences of Canada and the United States are explored in this Learning Activity Packet (LAP). Ten learning objectives are given which encourage students to examine: 1) the misconceptions Americans and Canadians have about each other and their ways of life; 2) the effect and influence of French and English exploration and settlement on the two countries; 3) the recreational interests of Canadians and Americans; 4) geographical differences and similarities; 5) population patterns in Canada and the United States; 6) depletion of certain natural resources of the U.S. resulting in dependence upon Canada; 7) the border, how it separates, in name only, the two countries, and the effects of trade, immigration, and tourism; 8) the problems each country faces in world affairs; and, 10) the differences in the economic sophistication between the Canadians and the Americans, Canadian fear and resentment toward the U.S., and American ignorance and indifference. Each objective has several learning activities. Several charts are also included. Other LAPs are: SO 006 141, SO 006 142, and SO 006 145. (OPH)

ED 080 439 SO 006 145

The Atlantic Canada-New England Region and Environment. A Learning Activity Packet.

Maine Univ., Orono. New England-Atlantic Provinces Quebec Center.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No—BR-1-A-042

Pub Date [72]

Grant—OEG-1-71-0011(509)

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Activity Units, *Area Studies, *Geographic Regions, *Geography Instruction, History, Instructional Materials, Land Settlement, Learning Activities, Map Skills, Physical Geography, Secondary Grades, *Social Studies Units

Identifiers—*Canada, Learning Activity Packets

In this Learning Activity Packet (LAP) students examine the geographic and ecological bases of the Eastern international region. The overall objective of activities is to help students comprehend the man-earth relationship concept. By studying this familiar relevant region students gain geographic knowledge and skills applicable to other areas. For example, as they observe physical factors which influence site location and settlement, such as easy accessibility and availability of resources, they recognize factors of choice, including ways that man uses resources and sets boundaries. This guide is divided into learning activities that will enable the student to: 1) identify the political boundaries and the surface features of the provinces and the states of the region; 2) understand the effect of the sea on people in the Maritime Provinces, and how they depend upon it; 3) explain the effect of glaciers on the soil and ways of life on the land that was once covered by glaciers; 4) show that there is a relationship between the use of resources and the

availability of transportation and growth of cities; 5) describe the use of Canadian Shield resources by man; 6) contrast the past and present in Maritime Provinces; 7) construct an overlay map showing principle towns and cities, land or seaways, and vegetation; 8) explain why political boundaries are sometimes made with consideration for geographic factors; and 9) plan a new community using skills learned in this and other LAPs. A pre-test is included. (OPH)

ED 080 440

SO 006 150

Siry, Larry

American Foreign Policy. Social Studies: 6416.58.

Dade County Public Schools, Miami, Fla.

Pub Date 72

Note—53p.; Authorized Course of Study of the Quinmester Program.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American Studies, Bibliographic Citations, Curriculum Guides, Elective Subjects, *Foreign Policy, *Foreign Relations, Learning Activities, Political Science, Secondary Grades, *Social Studies Units, *United States History, War, World Affairs

Identifiers—Florida, *Quinmester Program

This American Studies elective course for 10th 11th, and 12th grade students emphasizes American foreign policy in this century. Specific examples of past policy serve as a basis for analyzing factors involved in policy making. It is hoped that a knowledge of the United States' role in the international arena will lead to a more complete understanding of the present American position in world affairs. Course goals are for the student to: 1) examine how the U.S. makes and conducts foreign policy; 2) trace the change in foreign policy from isolation to emergence; 3) discuss America's role in World War I and the war's aftermath; 4) formulate hypotheses about America's status in world affairs as evidenced by World War II and related events; and, 5) examine the cold war and generalize about the U.S.'s future in foreign affairs. In addition to a usual goals section, the guide includes: a content outline, objectives, learning activities section, and a list of supplementary textual materials. (OPH)

ED 080 441

SO 006 156

Cooper, Sidney H.

The Supreme Court in American Life. Social Studies: 6448.05.

Dade County Public Schools, Miami, Fla.

Pub Date 71

Note—54p.; Authorized Course of Instruction of the Quinmester Program.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Civics, Civil Liberties, *Constitutional History, Curriculum Guides, Economics, Elective Subjects, Federal Court Litigation, Federal Courts, Learning Activities, Secondary Grades, *Social Studies Units, *Supreme Court Litigation, Supreme Courts, United States History

Identifiers—Florida, *Quinmester Program

Tenth through twelfth grade students study the changing role of the Supreme Court from John Jay to the present in this elective political and economic studies course. Included is an historical analysis of rulings, and the impact of the Supreme Court on American life today. Course goals are for the student to: 1) locate the constitutional authority of the Supreme Court; 2) interpret the significant contribution of "Judicial Review" to our check and balance system; 3) examine the court's decisions on federal-state issues and determine their effect on federalism; 4) evaluate the role of the court in resolving the conflict between government regulation of business vs. laissez-faire; 5) critically examine the fourteenth amendment and note how it has been used as a legal vehicle to transfer federal judicial standards upon state courts; and, 6) examine the effect of "decisional law" upon individual rights and liberties. Each goal is also broken down into a focus, objective, and learning activity section. (Author/OPH)

ED 080 442

SO 006 163

Witzel, Anne Chapman, Rosemary

A Critical Bibliography of Materials on Greece.

Toronto Board of Education (Ontario), Research Dept.

Pub Date Jul 69

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Audiovisual Aids, Cultural Education, Films, Filmstrips, *Greek Civilization, *Greek Literature, Slides, Travel, Western Civilization

Identifiers—*Greece

This critical annotated bibliography of books on Greece is approached from a visitor's rather than a Greek's point of view. As it is very difficult to obtain books about modern Greece, in English, by Greeks, it has been necessary to rely mainly upon the impressions of non-Greeks, usually Englishmen or Americans, who have lived and traveled in that country. The thirty-five book citations are dated from 1951 to 1967 and are categorized into sections on Travel, The Past, and The Present (with sections on History and Literature). Each annotation is approximately 50 words in length. Filmstrips, slides, and films available for rent or purchase are listed. Most of the books reviewed in the bibliography are easily available in public libraries. (OPH)

ED 080 443

SO 006 193

Embley, Ainslie T., Ed.

Asia: A Guide to Paperbacks. Revised Edition.

Asia Society, New York, N.Y.

Pub Date 68

Note—187p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Annotated Bibliographies, *Area Studies, *Non Western Civilization, *Paperback Books, *Resource Guides

Identifiers—*Asia, China, India, Japan

The guide includes in-print titles which were listed in the original guide and the supplement, new titles which appeared between December 1965 and December 1967, books published in 1968 provided by some publishers, and a few titles omitted from earlier editions. All the books are listed alphabetically by author within five subject areas: Asia-General; South Asia -- Afghanistan, Bhutan, Nepal, Sikkim, Tibet, Ceylon, India, Pakistan; Southeast Asia -- Burma, Cambodia, Indonesia, Laos, Malaysia, Philippines, Thailand, Vietnam; East Asia -- China, Japan, Korea; and, Oceania. The largest sections are: Asian and specifically Indian, Chinese and Japanese history, culture, religion and philosophy, literature and the arts, modern social, political and economic developments, and miscellaneous including geography. Two additional indexes are appended: the addresses of publishers and author-title index. This document previously announced as ED 045 517. (SBE)

ED 080 444

SO 006 202

Short Courses in the Social Studies.

Pennsylvania State Dept. of Education, Harrisburg, Bureau of General and Academic Education.

Pub Date Dec 72

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Course Descriptions, *Curriculum Development, Curriculum Enrichment, Elective Subjects, High School Curriculum, Secondary Grades, *Short Courses, *Social Studies, State Programs

Identifiers—Minicourses

Minicourses, one of the most popular educational developments to appear in a long time, are the subject of this working paper. It is designed to illustrate the impact of and to provide information about short courses or mini-courses, in the Pennsylvania secondary social studies curriculum. An attempt is made to answer questions that are frequently asked by social studies teachers and department chairmen interested in this curriculum approach. What a minicourse is, the advantages and disadvantages of minicourses, how to initiate a short-course program into the curriculum, and the outlook for mini-courses in the curriculum are discussed. There are lists of minicourses offered, with descriptions and grade levels, from four school districts in Pennsylvania. (Author/OPH)

ED 080 445

SO 006 203

Books on the Mexican American. A Selected Listing.

Texas Education Agency, Austin, Div. of Program Development.

Pub Date Feb 72

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—American History, *Annotated Bibliographies, *Booklists, Cultural

Background, Ethnic Groups, Mexican American History, *Mexican Americans, *Social Studies

This annotated bibliography has been prepared to assist social studies teachers and librarians in obtaining books about the Mexican American. Books are either listed under "Books for Students", or "Books for Teachers." The former consists of books which may be used as general references or supplementary references for American history courses or as textbooks for the high school elective Mexican American studies courses. The latter may be used to provide background information for teachers or for use in the organization and planning of instruction and various approaches to teaching the history and culture of the Mexican American. The 68 citations are listed in alphabetical order by author, and date mostly in the late 1960's. A Directory of book publishers concludes the document. (Author/OPH)

ED 080 446

SO 006 209

Shelly, Ann

Primary: A Simulation Game.

Pub Date 172

Note—22p.; Presented at the Annual Meeting, National Council for the Social Studies, (Boston, Massachusetts, November, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Civics, *Classroom Games, *Educational Games, *Elections, Elementary Grades, Middle Schools, Political Issues, Political Science, Role Playing, Secondary Grades, *Simulation, *Social Studies, Voting

Identifiers—*National Council for the Social Studies

A game designed to introduce elementary and middle school students to the primary election process and its operational elements through simulation and role playing activities is presented in this document. A hypothetical town of Notae which has been controlled by one political party for years without resulting change is described. Issues in the upcoming election center on fighting pollution, building a new school, and supporting a new highway. Certain groups in the town feel that several major problems exist. Those who want a representative on the ballot include a non-political group, groups who have a point of view on particular issues, and dissident groups. Step by step procedures lead students into three rounds (taking approximately 50 minutes) where they: 1) assume the role of a citizen who decides to run and seek main support for the nomination; 2) obtain signatures on the petition to get their name on the ballot; and 3) actually campaign. After the game students discuss their plays (strategies, methods of operating, etc.). Materials consist of a content outline, various forms such as descriptions of job duties; petitions; instruction sheets; and others. A one page evaluation form and instruction sheet for developing simulation games are appended. (SJM)

SP

ED 080 447

SP 005 743

Carpenter, Polly

A New Kit of Tools for Designing Instruction.

Rand Corp., Santa Monica, Calif.

Spons Agency—Air Force Directorate of Operational Requirements and Development Plans, Washington, D.C.

Report No.—R-1018-PR

Pub Date Mar 72

Note—13p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Ill., April 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Design, Educational Research, *Educational Strategies, Input Output Analysis, *Instructional Design, Instructional Innovation, *Instructional Systems, *Systems Analysis

Design tools used for instructional planning can be described in terms of inputs, outputs, major components, and their interrelations. The outputs are course length; student flow; and requirements for resources, such as facilities, material, personnel, and dollars. The inputs are the teaching institution, learners for whom the course was designed, and the course objectives. The major steps in planning the design are to characterize

learners in terms of teaching methods and techniques, to state a general instructional policy after the analysis of learner population, and to analyze the curriculum. From these steps, specific strategies are developed based on design criteria, local resources, and student loads. (Four figures of the design process are included.) (BRB)

ED 080 448 SP 006 602

Altman, Burton E., Ed. Williams, Eugene E., Ed. **Monday Morning, Humanistic Teaming with Student Teachers.**

Pub Date 73

Note—102p.

Available from—Monday Morning, 2004 State St., La Crosse, Wisconsin 54601 (\$4.00)

Document Not Available from EDRS.

Descriptors—Field Experience Programs, *Internship Programs, *Microteaching, Preservice Education, Program Evaluation, Student Teachers, *Teacher Education, *Teaching Methods, *Team Teaching

Identifiers—Micro team Teaching

This anthology of articles and reports on micro-team teaching (a scaled down team teaching operation usually taking place in a single, self-contained classroom with two student teachers and one cooperating teacher) is divided into three sections. Section One, "An Overview of Micro-Team Teaching," discusses trends in the preservice phase of teacher training programs, specifically the field teaching phase. Section Two, "Micro-Team Teaching in Action," is a collection of first hand experiences of teachers, student teachers, school administrators, and university staff members involved in microteaching. Section Three, "The Outlook for Micro-Team Teaching," reports the findings of a research study evaluating the program and presents viewpoints about micro-team teaching's potential. A bibliography is included. (JA)

ED 080 449 SP 006 641

Sutton, Kenneth R. Kofoid, Charles M. **A Generic Clarifying Function of Philosophy of Education.**

Pub Date [70]

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational History, *Educational Philosophy, *Educational Theories, *Foundations of Education, Philosophy, *Self Congruence, Student Needs, *Teacher Education

If there is to be a funeral for philosophy of education because of the conflict regarding its nature and functions, it will be a political funeral rather than a functional one. Diversity in philosophies suggests their generic function, which is a potent factor in the preparation and professional improvement of a teacher. A consideration of different theories of philosophy leads to the conclusion that philosophic functions are generically ongoing clarifications of cultural orientations. With such a definition in a course concerned with philosophies of education, aspirant teachers will be better prepared for their work and will be able to interpret what they do as teachers and what is being done to them by others. Obviously, no student can perform all functions possible in a generic treatment of philosophy of education, but they will all think and experience differently. Thus, a generic assumption concerning the nature of philosophies of education would give the greatest assurance of particular student identifications with a function in education that is philosophic. (JA)

ED 080 450 SP 006 661

Wheeler, Alan H. **The Vermont Teacher Corps: Educational Impact and Change.**

Pub Date [72]

Note—10p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Field Experience Programs, *Individual Instruction, Inservice Teacher Education, *Performance Based Teacher Education, *Teacher Interns

Identifiers—Vermont

The Vermont Teacher Corps is an experiment in field-centered, competency-based teacher education, utilizing performance criteria to measure progress of the individual student intern. Much of the intern's time is spent in school-community service; course work is done through consultation and independent study. Main objectives are a) to develop and test a model in graduate teacher

education for the University of Vermont, b) to provide additional personnel and instructional approaches to schools, c) to provide individualized instruction, and d) to provide the University with the opportunity to test a variety of field-centered experiences. (JB)

ED 080 451 SP 006 669

Lickona, Thomas, Ed. *And Others*

Open Education: Increasing Alternatives for Teachers and Children. Proceedings of the Conference on Open Education April, 1972.

State Univ. of New York, Cortland. Coll. at Cortland. Open Education Foundation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Note—258p.

Journal Cit—Educational Alternatives: A Sourcebook; v1 n1-2 Spring-Fall 1973

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Anthologies, Classroom Design, Conference Reports, Experimental Schools, *Humanization, *Open Education, Progressive Education, Teacher Centers

Identifiers—Open Classrooms

This document is a collection of essays on open education, the results of the Conference on Open Education held in April 1972 at the State University of New York College at Cortland. The title of the conference, "Increasing Alternatives for Teachers and Children," suggests the underlying theme for all the essays in this volume: respect for persons. As the preface states, open education is a moral statement about the worth, the individuality, the dignity, and the human rights of everyone involved in the educational enterprise. There are 26 essays in this volume, covering topics such as open classrooms versus open schools, teacher centers as an open approach to change schools, structure in the open classroom, record keeping in the open classroom, the informalization of higher education, and open education in a closed society. (JA)

ED 080 452 SP 006 683

Short, Edmund G. *And Others*

Review and Responses: Supplement to a Search for Valid Content for Curriculum Courses (ED 040 129).

Pub Date 72

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum, *Curriculum Design, *Curriculum Development, Curriculum Planning, Dissent, Literature Reviews, Opinions

This document is a collection of three essays that deal with the pamphlet "A Search for Valid Content for Curriculum Courses" (ED 040 129). The essay by Marian Martinello (University of Florida) is a review. Martinello finds that the pamphlet lacks continuity and a unifying theme and ultimately that it provides little direct assistance in dealing with the problem of selecting content for curriculum courses. The second essay is Ronald Maertens' (Associate Superintendent, Independent School District No. 316, Coleraine, Minnesota) response to Martinello's review. He questions several of her points and suggests that it would have been better had she provided a rationale for her own view of the domain of curriculum. Judging that formal modes of inquiry would result from her view of curriculum, Maertens suggests that judgments should be based on knowledge of the alternatives and their consequences rather than disciplined modes. Edmund Short, the editor of the original pamphlet, provides the last essay. Answering Martinello, Short writes that the reason the pamphlet does not provide immediately applicable guidance is that not all courses have the same objectives and functions. The articles in the pamphlet are, he states, devoted to the formal methods of research, not to issues to which an immediate answer is needed. (JA)

ED 080 453 SP 006 688

Tobier, Arthur, Ed.

Evaluation Reconsidered. A Position Paper and Supporting Documents on Evaluating Change and Changing Evaluation.

City Univ. of New York, N.Y. City Coll. Workshop Center for Open Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date May 73

Note—80p.

Available from—Workshop Center for Open Education, Room 6, Shepard Hall, City College, Convent Ave and 140th St, New York, New York 10031 (\$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Curriculum Evaluation, *Educational Change, *Evaluation Methods, *Evaluation Needs, *Evaluation Techniques, School Visitation, Student Evaluation, Teacher Evaluation

This paper, from the Workshop Center for Open Education, brings together articles dealing with the evaluation of change and the change of evaluation in the public school systems. The document is divided into four main sections: a) Issues and Perspectives, b) Alternative Approaches, c) Documents, and d) Fiascos. The first section deals with evaluation in relation to the horizontal dimension of learning and with competency-based teaching. The second section presents some alternative approaches to evaluation. Documentation is discussed as an alternative, and two specific evaluation programs are presented. The third section presents two aids for evaluation: a guide for reading assessment and a teacher's diagnostic instrument. The Visiting Committee Report from the Vine School in Cincinnati, Ohio is also included. The last section presents the process of evaluation in the technical sense. It deals with the question, How do we make schools work? (BRB)

ED 080 454 SP 006 689

Stager, David A.A.

Full-Time Teachers As Part-Time Students. A Report on Teachers Enrolled in Part-Time Degree Programs in Ontario Universities.

Ontario Teachers' Federation, Toronto.

Pub Date 72

Note—73p.

Available from—Ontario Teachers' Federation, 1260 Bay Street, Toronto (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Finance, Educational Research, *Financial Needs, Money Management, *Part Time Students, *School Surveys, *Undergraduate Study

Identifiers—Ontario, Canada

This survey examined the costs, benefits, and financing of all part time undergraduate students at all Ontario universities. The questionnaire was designed to provide the minimum data required for benefit/cost analyses and for an examination of the students' means for financing their education. Since definitions of student categories and the organization and financing of part time studies varied from one university to another, categories which provided comparability of answers on a province-wide basis were used. The 10-page questionnaire contained 32 items which were predominantly self-coded. The questions centered on personal characteristics, current degree programs, educational attainment, employment and income, and private costs and financing. These topics were commented on by the respondents. The questionnaire itself was included as the appendix to the survey. (BRB)

ED 080 455 SP 006 691

Koch, Mary Batchelder

The Learning Center: A Collaborating Model for Educational Development.

Pub Date [72]

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Inservice Teaching, Institutes (Training Programs), *Resource Centers, *School Community Programs, *School Community Relationship, *Teacher Centers, Teacher Education, *Teacher Workshops

A systems approach has been used to assess the needs of the education process and the purposes and roles of the members of the learning community. Roles have been interfaced and overlapped in the learning community. How the components of the model influence and change each other has been evaluated. Premises, assumptions, and constraints have been delineated; they have been used to establish objectives for the learning center and its components. Feedback and monitoring are crucial aspects of the learning center model for both evaluation and adaptation of objectives and function. The learning center would join together people, talents, and resources with a common purpose: educational development. (Author)

ED 080 456 SP 006 694

Perry, Floyd Sentz, Erma I.

Cooperative Relationships in Teacher Education: The Central Minnesota Teacher Education Council.

Central Minnesota Teacher Education Council, St. Cloud.

Pub Date [72]

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Policy, *College School Cooperation, *Field Experience Programs, *Interinstitutional Cooperation, *Internship Programs, *Student Teaching

This document describes the Central Minnesota Teacher Education Council (CMTEC), a non-profit, tax-exempt corporation whose purpose is to promote the improvement of teacher education with emphasis upon student teaching internships, and research. Membership of the Council is made up of representatives from each of the public school districts that provide major field experiences, supervising teachers, and college representatives. Council members are responsible for interpreting Council activities to their districts and their districts to the Council. Also covered in the document are the financial structure of the Council, descriptions of the board of directors (three school administrators, three supervising teachers, and three college faculty members), and examples of CMTEC projects. In addition to providing a financial base for implementing programs mutually advantageous for CMTEC area public schools and the college, one of the greatest advantages of CMTEC is its unity. As a result of this unity, Council recommendations are supported by all participants; thus, change takes place much more smoothly. (JA)

ED 080 457 SP 006 695

Okey, James R. Brown, Jerry L.

Competencies for Performance-Based Teacher Training.

Pub Date [72]

Note—22p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Criteria, Evaluation Techniques, *Performance Based Teacher Education, *Performance Criteria, *Performance Specifications, Teaching Methods, Teaching Models, *Teaching Skills

In this paper, a scheme for organizing teaching skills or competencies is described. The competencies listed were identified by using a combination of four methods: polling; poaching from prepared lists; observing; and, mainly, analyzing the teaching act. The paper states that the analysis was strongly influenced by Freider's work in which six teaching functions are identified. It is indicated that to date thirty-seven clusters have been identified and grouped into three experience levels. The appendix includes specific outcomes or performance statements for each competency cluster shown in the grid in the text of the paper. (JA)

ED 080 458 SP 006 696

Bryan, Carson Quinlisk, Jon

Student Teacher Evaluation Must Reside in the Neutral World of Documented Behavior.

Note—5p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Criteria, Evaluation Techniques, *Microteaching, *Performance Based Teacher Education, *Performance Criteria, Student Evaluation, *Student Teachers, *Student Teaching, Teacher Education, Teacher Interns

Three problems have plagued the traditional methods of evaluation of student teachers: the imposition of a supervisor's philosophy on the student, semantic vagueness in a supervisor's checklist of a student's performance, and determining each student's level of achievement. Wheeling College revised its field-based secondary teacher preparation program to overcome these problems. The competencies of a master teacher were identified and became the goals of the students in the program. Each goal emphasized the student's developing his style of teaching and shaping his curriculum consistent with his philosophy and theory of learning, thus avoiding differing educational philosophies. Semantic vagueness was dealt with by identifying a progression of more demanding behaviors that culminate in each particular goal behavior. The final problem of determining each student's level of achievement was accomplished by providing

tools to document student teacher performance (audio and video tapes, clinical supervision feedback) with the responsibility for utilizing these tools resting with the student teacher. (JA)

ED 080 459 SP 006 699

Economic Status of the Teaching Profession, 1972-73.

National Education Association, Washington, D.C. Research Div.

Report No.—RR-1973-R3

Pub Date 73

Note—99p.

Available from—NEA Customer Service, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (Stock No. 435-22520 \$2.75)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Economic Factors, Income, Salaries, *Salary Differentials, Teacher Employment, Teachers, *Teacher Salaries, *Teacher Welfare, Teaching, Wages

The primary purpose of this report on the economic status of the teaching profession is to assist state and local education associations in their efforts to improve the compensation of teachers at all levels—elementary, secondary, and higher education. This compendium of currently available data provides a single source of technical information for assessing and comparing the economic position of teachers with that of professionals in other fields. It also contains information for comparing the present and past salaries of teachers with the wages paid to workers in industry and other occupations. The report, through 101 tables and a minimum of text, provides information on such topics as salaries of the instructional staff, earnings in comparable occupations, and trends in income and family budgets. Trend data are included wherever possible. For reference, a section is included to show trends in some of the most significant national economic indicators. (Author/JA)

ED 080 460 SP 006 706

Houston, W. Robert

Performance Education: Strategies and Resources for Developing a Competency-Based Teacher Education Program.

Multi-State Consortium on Performance-Based Teacher Education, Albany, N.Y.; New York State Education Dept., Albany, Div. of Teacher Education and Certification.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—145p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Educational Programs, Guides, *Performance Based Teacher Education, *Performance Criteria, *Program Design, *Program Development

This document provides authoritative information on sources and procedures for developing competency-based or performance-based teacher education (PBTE). Directed toward program designers, the paper largely assumes that the reader has moved beyond a definitional stage of understanding of the topic, although in chapter two a series of resources are annotated that provide several alternative definitions of PBTE. The bulk of the document, however, deals with the designing and planning of a competency-based program, its initial development, and development of a prototype test and its operational implementation. Two appendices containing evaluation questionnaires are included. (JB)

ED 080 461 SP 006 708

Coppedge, Robert O. Gray, James R.

Recreational Use and Value of Water at Elephant Butte and Navajo Reservoirs. New Mexico State University Agricultural Experiment Station Bulletin 535.

New Mexico State Univ., Las Cruces, Agricultural Experiment Station.

Spons Agency—Department of the Interior, Washington, D.C. Office of Water Resources Research.

Pub Date Oct 68

Note—28p.; Prepared with the cooperation of Water Resources Research Institute, New Mexico State University

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Environmental Education, *Environmental Research, Natural Resources, Physical Environment, *Utilities, *Water Resources

Identifiers—Reservoirs

This document is a descriptive study of the recreational use and the value of water at Elephant Butte and Navajo Reservoirs. Previous research studies, as well as the study areas and recreational characteristics and procedures of investigation used in this study (sampling and data collection, data organization, analysis) are described. Discussions of water values (consumptive use, reaction to water levels, consumptive values of water) and the elasticities of demand are included. There are numerous tables and maps.

ED 080 462 SP 006 721

Cox, Keturah, Ed. And Others

Soccer-Speedball-Flag Football Guide with Official Rules. June 1972 - June 1974.

American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports.

Pub Date 72

Note—178p.

Available from—American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Stock No. 243-25296 \$1.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Athletic Activities, *Athletic Programs, *Athletics, *Physical Education, Visual Aids, *Womens Education

Rules for women's soccer, speedball, and flag football from June 1972 to June 1974 are discussed. Standards in sports for girls and women are detailed along with the Division for Girls and WOMEN[S Sports (DGWS) statement of belief. Specific articles dealing with the skills, techniques, and rules of soccer, speedball, and flag football are presented. A bibliography and a list of visual aids are included for each of these three sports. (BRB)

ED 080 463 SP 006 724

Harkins, Dorothy, Ed.

Selected Track and Field Articles. Sports Articles Reprint Series. First Edition.

American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports.

Pub Date 72

Note—128p.

Available from—American Association for Health, Physical Education, and Recreation, Washington, D.C. 20036 (\$1.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Athletic Activities, *Athletics, *Physical Education, *Sex Differences, *Womens Education, Womens Studies

Identifiers—Track and Field

This is a collection of articles from the 1962-70 DGWS Track and Field Guides and from National Institute Proceedings on the subject of girl's track and field activity. Included among the selections are articles on teaching outlines for track and field; distance running for girls and women; athletic injuries; hurdling for girls and women; adaption of the pentathlon for high school girls; and coaching beginners in the shot, discuss, and javelin. Highlighted in many of the articles are discussions of physiological aspects of competition for women which stress the mythic quality of beliefs that women are too weak for some sports and that physical activity during menstruation is bad. (JA)

ED 080 464 SP 006 736

Conference on Professional Standards for Aquatic Education.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 70

Note—104p.; Proceedings of the First National Aquatics Conference on Professional Standards (Washington, D.C., February 1-4, 1970)

Available from—NEA Publications-Sales, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$2.25)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Athletic Coaches, *Physical Education, Physical Education Facilities, Recreational Facilities, *Swimming, Teacher Education, *Teaching Methods

Identifiers—Aquatics, *Aquatics Instruction

This report on the 1970 meeting of the Aquatics Council of the American Association

for Health, Physical Education, and Recreation is divided into three sections reflecting the three phases of the Council's interest. Section One is devoted to basic aquatic education for the physical educator. Section Two concerns basic aquatic education for the aquatic specialist. Male and female competitive swimming, skin and SCUBA diving, and water polo and synchronized swimming are discussed here. Section Three is devoted to basic aquatic education for a concentration in aquatics. Also included are outlines of seminars conducted at the conference on topics such as pool administration, research, construction and design of indoor swimming pools, and teaching methods and progressions. (JA)

ED 080 465 SP 006 738
Organizational Patterns for Instruction in Physical Education.

American Association for Health, Physical Education, and Recreation, Washington, D.C.
Pub Date 71

Note—119p.

Available from—American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$3.25)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Class Organization, Educational Innovation, Elective Subjects, *Flexible Scheduling, Instructional Innovation, *Organizational Change, *Physical Education, *Student Grouping

This booklet helps physical educators and administrators organize physical education time allotment, personnel, and student grouping structures under various organizational patterns. Specific articles dealing with ways in which schools have accommodated innovative patterns were included. Some of the programs dealt with organizational patterns in elementary schools, implementation of student needs in junior high school, nongraded curriculum and modular scheduling, cocurricular physical education classes, and physical education through electives. The National Association of Secondary School Principals (NASSP) Model Schools Program for Health, Physical Education, and Recreation is also presented. A bibliography of selected readings is included. (BRB)

ED 080 466 SP 006 739
Philosophy and Standards for Girls and Women's Sports.

American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports.

Pub Date 69

Note—61p.

Available from—American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Athletic Activities, *Athletics, *Guidelines, *Physical Education, *Womens Education, Womens Studies

Identifiers—Sports, *Womens Athletics

This document is devoted to statements concerning the philosophy and standards of girls and women's sports. Chapter one is a background essay on the Division for Girls and Women's Sports (DGWS). Chapter two discusses the nature and value of sports. Chapter three is devoted to standards for girls and women's sports. Included in this chapter are discussions of leadership, the nature and conduct of the program, and implementation and evaluation. Chapter four presents the DGWS Statement of Beliefs and separate guidelines for junior high school girls, high school girls, and college women's athletic programs. A list of references is included as an appendix. (JA)

ED 080 467 SP 006 743
Dropkin, Ruth, Ed. Tobier, Arthur, Ed. Notes from Workshop Center for Open Education. March 1973.

City Univ. of New York, N.Y. City Coll. Workshop Center for Open Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 73

Note—48p.

Available from—Workshop Center for Open Education, Room 6, Shepard Hall, City College, Convent Ave. and 140th St., New York, New York 10031 (\$.75)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Anthologies, *Bilingual Education, *Bilingual Students, *Games, *Reading Instruction

Identifiers—Tolstoy (Leo)

This document is a collection of articles on various subjects in education. "Aspects of a Bilingual Classroom" includes considerations of the function of self-confidence and the nature of the curriculum in a classroom with bilingual students. "Learning to Read" discusses reading instruction from the point of view of child development, with special consideration given to the teacher's role. "A Process Insignificant and Long Known" is taken from Tolstoy's writings on education. "Game is a Verb" and "Math Games" concern the use of games in classroom instruction. The last section is devoted to book reviews. (JA)

ED 080 468 SP 006 744
Dropkin, Ruth, Ed. Tobier, Arthur, Ed. Notes from Workshop Center for Open Education. October 1972.

City Univ. of New York, N.Y. City Coll. Workshop Center for Open Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 72

Note—40p.

Available from—Workshop Center for Open Education, Room 6, Shepard Hall, City College, Convent Ave. and 140th St., New York, New York 10031 (\$1.75)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Anthologies, Experimental Schools, *Institutes (Training Programs), *Open Education, Reading Tests, Summer Workshops

Identifiers—Open Classrooms, *Open Corridor Program

This document is a collection of articles on various subjects related to open education. "Summer Institute as a Prototype," a description of the forerunner of the Workshop Center for Open Education, attempts to convey expectations about the evolution of the workshop process as it develops within the center. "Notes on the Continuum of Change" is taken from an advisor's report on work in progress at P.S. 75, where there are 14 classes in the Open Corridor program. "More on Reading Tests" presents the transcript of a taped interview in which third-grade teachers give their views on reading tests. The last section is devoted to book reviews. (JA)

ED 080 469 SP 006 745
Meier, Deborah Reading Failure and the Tests. An Occasional Paper of the Workshop Center for Open Education.

City Univ. of New York, N.Y. City Coll. Workshop Center for Open Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Feb 73

Note—44p.

Available from—Workshop Center for Open Education, Room 6, Shepard Hall, City College, Convent Ave. and 140th St., New York, New York 10031 (\$1.75)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Individualized Reading, Reading Development, *Reading Diagnosis, *Reading Difficulty, Reading Programs, Reading Tests, *Teaching Methods, *Test Bias

This paper, from the Workshop Center for Open Education, deals with the problems of recognizing and dealing effectively with reading difficulties. The introductory sections explain the problems of identifying the poor reader and define the concept of reading. The next section investigates the following biases that are prevalent in reading tests: language dialect, class bias, conformity bias, early reading bias, speed bias, emotional bias, and teacher strategy bias.

Following this section, the paper discusses the inequalities in the scoring system of standardized reading tests. Some alternatives that the paper recommends are a) a more individualized assessment of reading difficulties, b) a more limited and careful use of reading tests, and c) an understanding of the reader's motivation. Twenty-six references and a 13-item bibliography are included. (BRB)

understanding of the reader's motivation. Twenty-six references and a 13-item bibliography are included. (BRB)

ED 080 470 SP 006 746
A Teacher's Notebook: Language Arts, K-4.

National Association of Independent Schools, Boston, Mass.

Pub Date Feb 73

Note—39p.

Available from—National Association of Independent Schools, 4 Liberty Square, Boston, Massachusetts 02109 (\$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Elementary Grades, English Education, English Instruction, Language, *Language Arts, *Language Instruction, *Language Programs, *Language Role, *Linguistics, Reading Instruction

This document is a collection of questions and topics designed to assist the elementary teacher in understanding the importance and methods of instruction of language. The major premise of the document is as follows: There can be no separation of subject matter into tight compartments because in reality all teachers are teachers of English; language is fundamental to a child's thought processes and growth. The document consists of sections on the following topics: linguistics and the elementary school, the preprimary language program, reading, listening, oral and written expression, sequential objectives in the language arts, and learning problems and diagnostic teaching. Each section is followed by a brief set of references; a list of recommended references for a faculty library serves as an appendix. (JA)

ED 080 471 SP 006 747
Kotz, Arnold Quantitative Information on Teacher Training.

National Planning Association, Washington, D.C. Center for Priority Analysis.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date Apr 72

Contract—OEC-0-71-3662

Note—73p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, *Data Collection, Indexes (Locators), *Information Storage, *Information Systems, *Teacher Education

This report primarily summarizes quantitative information on teacher training which is abstracted in the Educational Manpower Information Sources Project (EMAP). The information represents research and development documents, periodical literature, program and operating data, newspaper articles, Congressional hearings and reports, and a variety of other surveys. Approximately 325 document abstracts are contained in the information file, which is on loan at the library of the ERIC Clearinghouse on Teacher Education. (JB)

ED 080 472 SP 006 748
Kotz, Arnold Redondo, Rory EMAP Users Manual.

National Planning Association, Washington, D.C. Center for Priority Analysis.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date Dec 71

Contract—OEC-0-71-3662

Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Abstracts, Data Collection, Indexes (Locators), *Information Storage, *Information Systems, *Teacher Education

Presented is the user's manual for the Educational Manpower Information Sources Project (EMAP), an information file containing approximately 325 document abstracts related to the field of educational planning. (The EMAP file is described in document SP 006 747.) (JB)

ED 080 473 SP 006 749
Essentials of a Quality Elementary School Physical Education Program. A Position Paper.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 70

Note—18p.

Available from—American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$1.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Athletic Activities, Athletic Coaches, Elementary School Curriculum, Elementary Schools, *Physical Education, Physical Education Facilities, *Standards, *Teacher Responsibility, Teaching Methods

This document is a position paper prepared to assist teachers, administrators, and curriculum planners in general to determine direction and focus for their efforts in developing programs of physical education in elementary schools. The document is composed of a series of statements of belief on the following topics of physical education: the child and the need for instruction and instructors to consider the child's individuality and personal potential; the teacher and teacher preparation—centering on his or her need for understanding of the child; the criteria of an instructional program in physical education; the type of evaluation; time allotment, class size, teaching load, dress, equipment and facilities; and school related programs. (JA)

ED 080 474 SP 006 751
Official Basketball Rules for Girls and Women. July 1972 - July 1973. Reprint.

American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports.

Pub Date 72
Note—48p.

Available from—American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$3.35)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Athletics, *Equipment Standards, *Exercise (Physiology), *Physical Activities, *Standards, Womens Education

Identifiers—Basketball
The official American Association for Health, Physical Education, and Recreation (AAHPER) rules for girls and women's basketball, July 1972 - July 1973 are listed. Exact court measurements are given as are official scoring rules, timing procedures, duties of officials, definition of playing terms, violations and penalties, and officials' signals. (JB)

ED 080 475 SP 006 752
Guidelines for Secondary School Physical Education. A Position Paper.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 70
Note—13p.

Available from—American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$3.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Athletic Activities, *Athletics, *Exercise (Physiology), *Physical Activities, *Physical Education, Secondary Education

The philosophy and content included in this document are intended to assist students, teachers, administrators, curriculum directors, school boards, and laymen in the organization and the conduct of a quality physical education program in the secondary school. The guidelines set forth here assume that secondary school students have had continuing and appropriate learning experiences in physical education through the elementary grades. Appropriate modifications may be necessary to reflect future changes in attitudes, knowledges, and practices. (Author)

ED 080 476 SP 006 753

Harris, Dorothy V., Ed.
DGWS Research Reports: Women in Sports.

American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports.

Pub Date 71
Note—110p.

Available from—American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Athletic Activities, Athletics, *Exercise (Physiology), *Physical Activities, *Psychological Studies, *Research, Social Attitudes, *Social Factors

A series of research reports on three aspects of women's sports: the psychosocial, the physiological, and teaching and coaching are presented. Section 1 (psychosocial) mentions such aspects as societal attitudes toward women in sports, sex differences and research, and women and competition. Section 2 (physiological) considers such aspects as work capacity, effects on growth, selection of sports, pain and athletics, and the effects of the menstrual cycle on physical activity. The section on the aspects of teaching and coaching discusses such topics as teaching methods, research in learning sports, and research relating practice methods to retention. (JB)

ED 080 477 SP 006 754
Annotated Listing of Films. Physical Education and Recreation for Impaired, Disabled, and Handicapped Persons.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date May 73
Grant—OEG-0-72-5454-233563

Note—50p.

Available from—American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (No price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Audiovisual Aids, Bibliographies, *Films, *Handicapped, *Instructional Films, *Physical Education

Identifiers—Athletics for Handicapped

This annotated, alphabetical listing of films provides current information about many 16mm films on physical education, recreation, sports, camping, outdoor education, perceptual motor activities, and areas related to these groups. New films and films not presently listed will be added at periodic intervals. Included in each listing is the running time of the film and the address where it is available. Also emphasized in the annotation is whether the film is designed for people who work with impaired, disabled, or handicapped persons. (Authors/JA)

ED 080 478 SP 006 756
NASDTEC Certification Reciprocity System.

National Association of State Directors of Teacher Education and Certification.

Pub Date 72
Note—27p.

Available from—NASDTEC Standards Committee, 111 Franklin Street, Trenton, N.J. 08611 (\$3.90)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Certification, Credentials, *Higher Education, *State Licensing Boards, *Teacher Education

The 1972 teacher education programs approved by the National Association of State Directors of Teacher Education and Certification (NASDTEC) are listed here alphabetically by state. The date of the most recent regional accreditation is given as are the most recent dates for accreditation in both elementary and secondary education. Other columns indicate the date of most recent approval for meeting the Proposed Standards for State Approval of Teacher Education. (JB)

ED 080 479 SP 006 757

International Congress of the International Council of Health, Physical Education, and Recreation (14th, Kingston, Jamaica, July 30-August 3, 1971).

International Council on Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 72
Note—95p.

Available from—ICHPER, 1201 16th St., N.W., Washington, D.C. 20036 (\$2.95)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Athletic Activities, *Physical Activities, Physical Education, Physically Handicapped, *Physical Therapy, *Womens Education

Papers presented at the Fourteenth International Congress of the International Council on Health, Physical Education, and Recreation (ICHPER) are included in this document. Among the subjects discussed are suggestions for physical

education in the 1970's (primary school level, research divisions for the 1970's, research needs in girls and women's sports, movement education, child nutrition in rural areas, and recreation for the handicapped. (JB)

ED 080 480 SP 006 760

Terrell, Tyrus And Others

Idea Book in Physical Education for the Elementary School Teacher.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Pub Date 65

Note—24p.; Reprint from Journal of Health, Physical Education, Recreation, May 1965

Available from—American Association for Health, Physical Education, and Recreation, 1201 16th St., N.W., Washington, D.C. 20036 (\$3.35)

Journal Cit—Journal of Health, Physical Education, Recreation; May 1965

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Elementary Education, *Exercise (Physiology), *Muscular Strength, *Physical Activities, Physical Development, *Physical Education, Physical Health, Physical Recreation Programs

This booklet presents six articles dealing with rejuvenating physical education instruction in the elementary schools. The first article encourages the use of the 50-yard dash, the broad and high jumps, and relay races in physical education programs. The second article presents movement exercises that are designed to help children explore, solve problems, and individually interpret the movements of their bodies. The third article describes the compass cross-country program for elementary students, focusing on instructional techniques, scoring, and administrative and safety precautions. The role of closed circuit instructional television in physical education programs is discussed in the fourth article. The fifth article describes four telelessons for the physical education teacher, and the sixth article deals with the use of motivation in allowing children to experiment with their own capabilities. (BRB)

ED 080 481 SP 006 762

Stuart, Frances R.

Classroom Activities.

American Association for Health, Physical Education, and Recreation, Washington, D.C.; National Education Association, Washington, D.C. Association of Classroom Teachers.

Pub Date 66

Note—65p.; The Classroom Teacher Series in Health Education, Physical Education, and Recreation

Available from—NEA Publications-Sales, 1201 Sixteenth Street, N.W., Washington, D.C. (\$1.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Childrens Games, *Classroom Environment, *Classroom Games, *Elementary Education, *Physical Activities

This pamphlet suggests activities that may be used in the elementary school classroom. Chapter I lists various short plays that children can easily perform which encourage their imagination. Chapter II details a few quiet classroom games such as "I Saw," "Corral the Wild Horse," "Who Has Gone from the Room," and "Six-Man-Football Checkers." A number of active games are listed in Chapter III, and exercises, body mechanics, and stunts are emphasized in the remaining two chapters. (Two appendixes listing related filmstrips and books are given.) (JB)

ED 080 482 SP 006 763

Reiff, Guy G.

What Research Tells the Coach About Baseball.

American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. of Men's Athletics.

Pub Date 71

Note—45p.

Available from—American Association for Health, Physical Education, and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Athletic Activities, *Athletic Coaches, *Athletic Programs, *Athletics, Physical Education, Research

Identifiers—Baseball

This document presents discussions of research findings on different aspects of baseball. Discussions of fundamentals and specific skills are presented; selected references follow each chapter. In the chapter on batting the importance of body mechanics, grip, and body rotation to the need for power is discussed. Pitching considerations that are treated include body mechanics, common faults, stride, and speed of pitched balls. Chapter three, concerned with baseball for young Americans, concludes that competition in organized baseball programs is not detrimental to the youngster, with the possible exception of injury to the pitcher's arm. Chapter four discusses baseball strategy, concluding that presentations of research on baseball, such as this, historically are not well heeded by baseball organizers and administrators. Chapters five and six give baseball potpourri, that is, brief discussions of other aspects of the game, such as throwing, reaction time and movement, physical demands of the game, antitrust laws, and the ball. (JA)

ED 080 483 SP 006 764
Voss, Donald G.

Physical Education Curriculum for the Mentally Handicapped.

Wisconsin State Dept. of Public Instruction, Madison. Div. for Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Sep 71

Grant—OEG-594149-71

Note—104p.

Available from—Wisconsin Department of Public Instruction, 126 Langdon St., Madison, Wisconsin (Bulletin No. 2102 \$1.50)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Annotated Bibliographies, Athletic Activities, *Behavioral Objectives, Games, *Handicapped Children, *Mentally Handicapped, *Physical Education, Psychomotor Skills, *Recreational Activities

GRADES OR AGES: Mentally handicapped children. SUBJECT MATTER: Physical education. ORGANIZATION AND APPEARANCE: The guide is divided into two parts. Part One discusses physical education, its philosophy and purposes, characteristics of sound programs, and recent trends; mental retardation and characteristics of retarded children are reviewed. Part Two discusses fundamental movement patterns and motor skills in terms of behavioral objectives, common deviations to watch for, and suggested developmental activities to use in patterns or skills at each level. Part Three includes practical games, sports, and recreational activities in which the patterns and skills discussed in Part Two can be used. OBJECTIVES AND ACTIVITIES: In Part Two, behavioral objectives are listed and outlined for each skill or pattern, and activities are suggested. Part Three outlines certain sports and activities as they reflect skills and patterns of Part Two. INSTRUCTIONAL MATERIALS: Required equipment is listed in activities descriptions. An annotated bibliography is included as an appendix. STUDENT ASSESSMENT: No provision indicated. OPTIONS: No other possibilities other than those of the text are indicated as acceptable. (Author/JA)

ED 080 484 SP 006 765
van der Smitten, Betty, Comp.

A Bibliography of Research (Theses and Dissertations Only) Related to Recreation.

Pub Date 62

Note—122p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Annotated Bibliographies, Bibliographies, *Recreation, *Recreational Activities, Recreational Programs

This bibliography of research related to recreation lists theses and dissertations only, not projects completed as part of graduate studies. It includes listings from the early 1920s through 1961 and some listings for 1962. No attempt was made to define what "recreation studies" are. The studies listed are those submitted by individuals and reference librarians upon request for "theses and dissertations related to recreation"; therefore, "recreation" is defined as each person has experienced it. Camping and outdoor recreation are not included. Partial annotations have been attempted. For the most part, these annotations have been taken from abstracts or summaries submitted by faculty advisors or investigators. A cross-reference topical index has been compiled, based on the titles and partial annotations. There

are 961 items, listed alphabetically by author. (Author/JA)

ED 080 485 SP 006 766
Sandefur, J. T.

An Illustrated Model for the Evaluation of Teacher Education Graduates.

American Association of Colleges for Teacher Education, Washington, D.C.

Pub Date Sep 70

Note—51p.

Available from—Order Department, American Association of Colleges for Teacher Education, Suite 610, One Dupont Circle, Washington, D.C. 20036 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Research, *Education Majors, *Effective Teaching, *Evaluation Techniques, Lesson Observation Criteria, Personnel Evaluation, *Teacher Education, *Teacher Evaluation, Teaching Quality

Following the acceptance and implementation of the new National Standards for Accreditation of Teacher Education, the American Association of Colleges for Teacher Education prepared this model for evaluating teacher education graduates as an aid to education institutions. The paper briefly reviews research on teachers and evaluation and places the research into three thematic clusters: teaching methodology, effective climate of the classroom, and characteristics of teachers. On the basis of generalizations drawn from this research, the model suggests that the proposed evaluative data can be derived from four sources: career line data (systematic collection of data on wastage from teaching, promotions, advanced degrees, writing, and research); direct classroom observations (two suggested systems: the Classroom Observation Record and a 14-category modification of the Flanders system and Hough variation of interaction analysis); student, peer, and supervisor ratings (for example, the Student Evaluation of Teaching developed by Heldman and Peck); and standardized measures. The document closes with recommendations for utilizing the model and a discussion of the cost. (JA)

ED 080 486 SP 006 768
Giles, Frederic T.

A Study of the Experiences of Washington Colleges and Universities in Implementing the 1971 Guidelines for Teacher Certification.

Pub Date Feb 73

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Guidelines, *Program Effectiveness, *Program Evaluation, Program Guides, Questionnaires, Research Utilization, *Teacher Certification

This study investigated the experiences of colleges and universities in implementing the 1971 Guidelines for Teacher Certification. The study was designed to identify the strengths, weaknesses, and major concerns that have resulted from the experiences of the colleges and universities; to collate the experiences into general statements, thus bringing the guidelines and their implementation into focus; and to report the results in a format usable by other agencies as well as the colleges. The method of study was an open-end questionnaire, the results of which were edited into general statements; the edited statements were approved by the institutions. Specific findings about strengths, weaknesses, and concerns were in the following areas: consortium development concept, implementation of the concept through program development, program approval procedures, and roles assumed by various preparation agencies. (JA)

ED 080 487 SP 006 769
Health Careers Film Guide.

National Health Council, New York, N.Y.; National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.

Report No.—DHEW-PUB-NIH-72-306

Pub Date 72

Note—31p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 1741-00047 \$3.35)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Annotated Bibliographies, *Films, *Health Occupations, *Health Occupations Education, *Health Personnel, Instructional Films, Paramedical Occupations

This document, which represents a survey of the entire health career film field, was designed to provide information for people interested in a health career. The guide indicates that a major criteria for film selection was recency; however, some older films that give a fairly accurate image of a profession were included, with some emphasis given to films useful for minority recruiting. The films are grouped under profession headings. Information given in each listing includes a brief summary of the film, running time, type of print, date of issue, cost, and the name of the distributor. The profession headings under which the films are grouped are as follows: audiology; speech pathology; and education of the deaf; dentistry; dietetics; environmental health; general; hospital careers; medical records; medical technology; medicine; mental health; nursing; optometry and ophthalmology; pharmacy; public health; radiology and x-ray technology; rehabilitation; research; social work; and veterinary science. (JA)

ED 080 488 SP 006 770
Hemming, Esther D., Ed.

Job Corps: An Educational Alternative.

American Association of Colleges for Teacher Education, Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Job Corps.

Pub Date 71

Note—13p.

Available from—American Association of Colleges for Teacher Education, Suite 610, One Dupont Circle, Washington, D.C. 20036 (Stock No. 910052-45-X No price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Disadvantaged Youth, *Field Experience Programs, *Preservice Education, Remedial Instruction, *Student Teachers, *Student Teaching, Teacher Education, Teacher Role, Teacher Supervision, Urban Education

Identifiers—Job Corps

The Job Corps Student Teaching Project is a combined effort of Job Corps and the American Association of Colleges for Teacher Education. A major difference between traditional school settings and Job Corps centers is that the center is a full-time, round-the-clock program which provides food, clothing, lodging, counseling, medical care, and recreation—plus basic and vocational education; the program often accommodates teacher trainees in dormitories as well. The teacher trainee is a college undergraduate who is asked to serve as a resource person and consultant, rather than fill the traditional teacher role of presenter of information. The students he teaches are probably dropouts, 16 to 21 years old, usually in need of remedial work. (The document describes methods of recruitment and selection; orientation; supervision; project seminars; and impact on the student teacher, teacher training institution, and professional community.) (JA)

ED 080 489 SP 006 771
Northern Kentucky In-Service Innovation Center.

Campbell County Board of Education, Alexandria, Ky.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Kentucky State Dept. of Education, Frankfort.

Pub Date Sep 71

Note—145p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Educational Change, *Inservice Teacher Education, *Laboratory Schools, *Satellite Laboratories, *Teacher Centers, Teacher Workshops, *Video Equipment

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III

The Northern Kentucky In-Service Innovation Center Project was established to provide in-service education opportunities for professional staff members through laboratory schools with satellites for use as demonstration sites, staff visitation, use of consultants, video tape services, and clinics. The overall focus of these in-service activities was to analyze, design, and implement programs to facilitate educational change in the region. (Detailed summaries of data are presented.) (Author)

ED 080 490 SP 006 772
Crisis and Change in Teacher Education. International Perspectives on Theory and Practice.

International Council on Education for Teaching,
Washington, D.C.

Pub Date 71

Note—58p.

Available from—International Council on Education for Teaching, One Dupont Circle, Washington, D.C. 20036 (USA \$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Education, *Cross Cultural Studies, *Cultural Education, *International Education, *International Programs, *Teacher Education

This document contains papers presented at the 1971 conference of the International Council on Education for Teaching (ICET), Kingston, Jamaica; particular emphasis is on the territorial regions in the Western Hemisphere. Topics include crises and change in teacher education, cultural changes and educational change, teacher education and urban development, approaches to educational reform in Latin America, and teacher education in the contemporary Caribbean. (JB)

ED 080 491 SP 006 773

Klassen, Frank H., Ed. Schultz, Raymond E., Ed.

Higher Education and the World. Proceedings of the National Foreign Policy Conference for Leaders in Higher Education, United States Department of State, (Washington, D.C., May, 1972).

American Association of Colleges for Teacher Education, Washington, D.C.; American Association of Community and Junior Colleges, Washington, D.C.

Pub Date May 72

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Foreign Culture, *Foreign Relations, *Intercultural Programs, *International Education

This booklet reports the major themes of the National Foreign Policy Conference for Leaders in Higher Education held in Washington, D.C. in May 1972. Part I examines the current U.S. policy in the Middle East and East Asia; American policy toward the "developing world" through its technical assistance efforts; and an analysis of three major international problems: economic relations, the environment, and the drug trade. Part II describes the relationship between America's participation in global affairs and American higher education. The volume concludes with a review of resources available to educators from the Bureau of Public Affairs in the Department of State. (Author/JB)

ED 080 492 SP 006 774

A Center for Re-Education of Teachers. End of Project Period Report, June 1969 to May 1970.

Racine Unified School District 1, Wis. Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Wisconsin State Dept. of Public Instruction, Madison.

Pub Date 70

Grant—OEG-3-7-703381-3743

Note—101p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—College School Cooperation, Curriculum Development, Individualized Instruction, *Inservice Teacher Education, Laboratory Schools, *Laboratory Training, Program Evaluation, *Self Evaluation, *Teacher Centers, *Teacher Evaluation

This collection of materials and statements is the final project report of "Center for Re-Education of Teachers." The purpose of the project, which places teachers, consultants, supervisors, principals, and members of teacher training staffs in college and university laboratory settings during the summer, is stated as follows: individuals and groups, without the pressures experienced during the school year, will carefully appraise and assess themselves and their work. The report indicates that participants were encouraged to experiment in the individualization of instruction, the packaging of curriculum, and new organizational patterns. The document contains the summary of assessment instrument responses to the summer laboratory, statements of success, failure, and impact; and supplementary materials such as letters and visitation evaluations. (JA)

ED 080 493 SP 006 775

Lang, Duane C. And Others

The AACTE-Job Corps Teacher Education Project. A Final Examination.

American Association of Colleges for Teacher Education, Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Job Corps.

Pub Date Oct 72

Note—99p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Preservice Education, *Program Evaluation, *Program Improvement, Questionnaires, *Teacher Attitudes, Teacher Background, *Teacher Programs, Teacher Response

Identifiers—Job Corps

This document describes the results of a survey of former student teacher and counselor participants in the American Association of Colleges for Teacher Education Job Corps Project, which developed laboratory experiences for preservice teachers. The survey instrument, which is appended, was a questionnaire based on responses of project directors; it was sent to a random sampling of participants. Each chapter of the document presents tables and descriptive summaries under specific subject headings that reflect the personal history and attitudes of the student teachers. The subject headings are as follows: demographic data (Who are they? What are they doing now?); reasons for participation; values of experience (most frequently, exposure to materials and techniques not otherwise available, opportunity for personal growth, and better understanding of problems of disadvantaged youth); limitations of experience; and implications for participant selection and design. The appendix includes an alphabetical listing of the job corps centers by state. (Related document is SP 006 770.) (JA)

ED 080 494 SP 006 776

Follow Through Program Sponsors.

Stanford Research Inst., Menlo Park, Calif.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date Sep 72

Contract—OEC-0-8-522480-4633(100)

Note—69p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Child Development, Community Involvement, *Compensatory Education, *Culturally Disadvantaged, *Disadvantaged Youth, Educational Development, Parent Participation, *Research Projects

Identifiers—Follow Through Program

This document is a description of Follow Through, a research and development program for disadvantaged children of low-income families that fosters projects around the country emphasizing parental and community involvement. The paper indicates that each project must be comprehensive in scope and directly focus on all aspects of child learning and development including medical and dental health, career advancement guidance, and psychological services. The main body of the document includes a description of the nature of the program, its sponsors, and its support services. Supplementary materials include an essay "The Effectiveness of Compensatory Education," which presents achievement results from the national evaluation of Follow Through, and a booklet on Follow Through program sponsors, which includes descriptions of each Follow Through project. (JA)

ED 080 495 SP 006 777

Project to Design New Patterns for Training R & D Personnel in Education (RFP 70-12). Final Report.

Pittsburgh Univ., Pa. Learning Research and Development Center.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Div. of Higher Education Research.

Bureau No—BR-0-9043

Pub Date Dec 70

Contract—OEC-10-70-4771 (520)

Note—400p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—*Consortia, *Laboratory Training, *Professional Training, Program Development, *Programs, *Research and Development Centers

This is the final report on the project to design new patterns for training research and development (R&D) personnel in education; the project was conducted by a consortium of educational

agencies coordinated through the Learning Research and Development Center, University of Pittsburgh. The report is bound in eight sections: goals and activities of the design project, designs of the training programs, rationale and description of the consortium, scope of work, budgets, list of tasks in educational R&D, behavioral analysis of the curriculum development process, instructional strategy to guide the development of R&D curriculum, and examples of training programs for R&D personnel. (Author)

ED 080 496 SP 006 787

Adams, Martha, Ed. Soladay, Doris, Ed.

AIWA Handbook of Policies and Operating Procedures 1972-73.

American Association for Health, Physical Education, and Recreation, Washington, D.C. Div. for Girls and Women's Sports.

Pub Date 72

Note—31p.

Available from—American Association for Health, Physical Education, and Recreation, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (\$1.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Athletic Activities, Athletic Programs, *Athletics, College Programs, College Students, Educational Policy, Guidelines, Policy, *Womens Education, *Womens Studies

Identifiers—*Womens Athletics

This document is a series of statements on procedures and policies of the Association for Intercollegiate Athletics for Women (AIWA). The document is divided into two parts. Part one, National Championships Policies and Procedures, includes consideration of the following topics: eligibility of eligibility; chaparrones; awards; television, radio, and movie rights; research; Sunday game policy; protest/appeal of eligibility; and bidding for championships. Part two on sanctioning includes brief discussions of the purposes of the sanctioning of AIWA national championships, eligibility, application procedures, and conduct of events. The appendix includes the scholarship statement of the Division for Girls and Women's Sports. (JA)

ED 080 497 SP 006 788

Eland, Calvin

The Culturally Disadvantaged: A Field Experience Guide. Materials/One.

American Association of Colleges for Teacher Education, Washington, D.C.; National Inst. for Advanced Study in Teaching Disadvantaged Youth, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jul 68

Note—8p.; Materials developed in conjunction with support from Ball State University, Muncie, Indiana

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Culturally Disadvantaged, Disadvantaged Youth, Economically Disadvantaged, Educationally Disadvantaged, *Field Experience Programs, Rural Areas, *Rural Education, *Teacher Education, *Urban Education, Urban Teaching

This guide resulted from the work of 14 colleges and universities participating in the Red River Valley Inter-Institutional Project, which related to the education of the culturally disadvantaged child. The project included two field experiences, one urban and the other rural; orientation meetings; and discussions. The aims of the Red River Valley project were fivefold: a) the development of a model for interinstitutional development projects for the disadvantaged child, b) an awareness of the problems in teaching the disadvantaged, c) an exploration of this kind of field experience in relation to other teacher education experiences, d) the comparison of rural and urban disadvantaged youth, and e) an exploration of teaching the disadvantaged and teaching in general. (The guide presents the assumptions of the project, an outline of data to be collected during the field experience program, and selected quotations from six books dealing with the disadvantaged.) (BRB)

ED 080 498 SP 006 790

Prokop, Manfred

Role Conflict in Student Teaching.

Pub Date [71]

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Role Conflict, *Role Perception, *Self Congruence, Student Attitudes, Student Behavior, *Student Teachers, Student Teaching, *Teacher Role, Teacher Supervision

A student teacher is often liable to be placed in a conflictive situation between faculty consultants and cooperating teachers who have widely differing conceptions of the role of the ideal teacher. None of the possible responses of a student teacher are conducive to effective learning, especially the decision to "get by." This conflict can be avoided by the adoption of several measures. The supervisory team should be quite explicit with each other and the student teacher about their role ideals; overwhelming role dissension should result in a rematch of supervisors. The consequences of enacting certain roles should be made clear to the student teacher. The student teacher should then be allowed to enact these roles experimentally in a nonevaluative atmosphere and ultimately be allowed to choose and practice the teacher role which is most congruent with himself. (JA)

ED 080 499 SP 006 791
Recommendations for the Preparation of Teachers for AACTE and NCATE.

National Association of Schools of Music, Washington, D.C.

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Aesthetic Education, *Bachelors Degrees, *Degree Requirements, *Doctoral Degrees, *Music, *Music Education

The National Association of Schools of Music makes recommendations to the American Association of Colleges for Teacher Education and the National Council for Accreditation for Teacher Education concerning music curricula. Outlined are the requirements for admission to curricula leading to the baccalaureate, general requirements for graduating from curricula leading to the B.A., five-year programs in music education, undergraduate requirements for admission to graduate standing in music education, recommendations for the doctoral degree in music, and recommendations for placement examinations. (JB)

ED 080 500 SP 006 792
Selected Body Measurements of Children 6-11 Years. United States.

National Center for Health Statistics (DHEW), Rockville, Md.

Report No.—DHEW-Pub-HSM-73-1605

Pub Date Jan 73

Note—55p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (DHEW Publication No. [HSM] 73-1605 Series 11-No. 123 \$7.75)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Body Height, Body Weight, *Child Development, National Norms, National Surveys, *Physical Characteristics, *Physical Development

Identifiers—Body Measurements

A July 1963-December 1965 survey of children aged 6 to 11 reported data on 21 body measurements. The examination of the children had two emphases. The first concerned factors related to healthy growth and development as determined by a physician, nurse, dentist, and psychologist. The second concerned a variety of somatic and physiologic measurements performed by specially trained technicians. The main purpose of collecting information on body measurements was to define a normal pattern of growth and development in children in the United States in the middle 1960s. (Included in the text are charts and descriptions of the survey results for each of the 21 body measurements. Also included as an appendix are more detailed tables of statistics.) (Author/JA)

ED 080 501 SP 006 793

Duffy, Gerald G.
Developing a Performance-Based Reading Methods Course.

Note—8p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Methods Courses, *Performance Based Teacher Education, *Preservice Education, *Reading Instruction, *Teacher Education Curriculum, Teaching Methods, Teaching Procedures, Teaching Techniques

A performance-based reading methods course at Michigan State University arose from the differences between traditional and performance-based preservice methods courses. Differences between the two types of courses are found in their objectives, clarity of communication, grading, unit of instruction, type of learning activity, type of pacing, provision for failure, assessment and evaluation, role of student, and role of instructor. The objectives of the Michigan State course specify the desired terminal behaviors, assess the student performance of each behavior, stress activity-centered responses, emphasize the application of methodology, and focus on individual progress. Evaluation of the program focuses on the characteristics of the performance-based course and data from questionnaires completed by the students. (Recommendations are made to stimulate further exploration into the implementation of performance-based methods courses.) (BRH)

ED 080 502 SP 006 794

Kise, Joan Duff
Microteaching—A Study in Specific and General Behavior of Supervisors.

Pub Date 73

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Inservice Education, Inservice Programs, Inservice Teacher Education, *Microteaching, *Practicum Supervision, *Student Teaching, *Supervision

This study analyzed aspects of the supervisory conference that uses the vehicle of microteaching to improve supervisor behavior. Six members of a Principles and Practices of Secondary Teaching class assumed the role of teacher in the microteaching situation, and graduate students enrolled in a Principles of Educational Supervision course performed in the role of supervisor. The following activities were recorded on video tape: a) the teacher presented a brief lesson; b) the supervisor and the teacher viewed the video tape and then a conference; c) the teacher presented the same lesson to a different group of students; and d) the supervisor and the teacher viewed the second tape and conferred again. The Blumberg system was used (after the initial teach) to analyze the verbal behavior of supervisors in terms of specific supportive behavior or general supportive behavior. As a group, the conferences which utilized specific behavior produced more change in teacher behavior in the reteach cycle of microteaching than did the general group. (JB)

ED 080 503 SP 006 795

The Nature of the Curriculum for the Eighties and Onwards. Report on a Workshop Held at the Reinhardswaldschule (Kassel, Germany, June 29-July 4, 1970).

Organisation for Economic Cooperation and Development, Paris (France). Centre for Educational Research and Innovation.

Pub Date 72

Note—85p.

Available from—OECD, Publications Office, 2 rue Andre-Pascal, 75 Paris 16e (No. 29.553 1972 \$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Curriculum Development, Curriculum Planning, Curriculum Problems, *Curriculum Research, *Educational Change, Educational Development, *Educational Innovation, *Social Influences, Teacher Education

This document is based on the results of a workshop held at the Reinhardswaldschule, Kassel, Germany in 1970; the workshop was attended by 52 participants from 14 countries who discussed "The Curriculum for the Eighties and Onwards." A framing principle for this report is that in place of the American emphasis on method in teacher education, teaching/learning systems should be seen as a whole—as a combination of teacher, methods, substance, and materials. The report is divided into six chapters on the following topics: factors to be taken into account in constructing a curriculum for the 1980s; the implications of changes in subject fields (specific fields that are discussed include mathematics, science, native language, foreign language, humanities and social studies, and physical education and expressive arts); the implications of new

teaching/learning methods and the systematic approach to change; implications of curriculum change for the school and the community; and the problem of evaluation. The report concludes that framing a curriculum for the 1980s cannot begin until consideration has been given to changes in society that are likely to influence schools. (JA)

ED 080 504

SP 006 796

Janczko, Olga

Performance-Based Teacher Certification.

Pub Date [72]

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Programs, *Field Experience Programs, *Performance Based Teacher Education, *Performance Criteria Identifiers—New York Regents

This document takes issue with the concept of competency-based teacher education as presented in the New York Regents Master Plan for Development of Post-Secondary Education, 1972. It maintains that the competency-based concept completely undermines tenure and teacher rights to due process. Further, the paper takes the position that the teacher should have a part in shaping standards for certification and in determining curriculum; that the teacher can be held accountable for the "product," it maintains, is pure myth since teachers have little control over the educational process as a whole. (JH)

ED 080 505

SP 006 797

Giannangelo, Duane M.

Classroom vs. Peer Pre-Student Teaching Experience.

Note—11p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Elementary Education, *Methods Courses, *Preservice Education, *Social Studies, Student Teaching, *Teacher Education Curriculum, Teaching Methods, Teaching Techniques

This study compared two approaches of teaching an undergraduate social studies methods course for prospective elementary teachers. Experimental Group I, consisting of 20 elementary education majors, participated in the planning and teaching of the current social studies program in their student teaching situation. Experimental Group II, consisting of 44 elementary education majors, had no contact with pupils in the social studies area of the curriculum prior to student teaching. A control group of 18 students had no social studies instruction or student teaching experience. The groups were compared in two areas: a) knowledge regarding the techniques, strategies, and methods for teaching social studies and b) teaching proficiency in the social studies area of the curriculum during the student teaching experience. Analysis of the data indicated that Experimental Group II made statistically significant gains over Group I in the first area of comparison. In the second area of comparison, there was no significant difference between the two groups, but Group I showed a significant gain in proficiency when tested at the end of the teaching experience. (Five tables of statistical data are included along with a 3-item bibliography.) (Author/BRH)

ED 080 506

SP 006 799

English, Joseph C.

Employing Behaviors in a Teaching Strategy: "Quadrilateralizing in the Cognitive Domain."

Note—7p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Classroom Techniques, *Cognitive Processes, *Questioning Techniques, *Teaching Methods, *Thought Processes

Instructional or teaching behaviors can be conceptualized as involving four distinct modes: the questioning mode, the oral mode, the support mode, and the critical mode. Each mode contains specific behavioral elements, and each mode contributes a particular or "selected" element to the quadrilateral structures (called quadragrams) in a given sequence. The function of each element in each structure must include not only its contribution to the total structure but also its consequences for each consecutive element in the consecutive structures. (Author)

ED 080 507

SP 006 800

Winnipeg Centre Project.

Manitoba Dept. of Education, Winnipeg.

Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Disadvantaged Youth, *Field Experience Programs, Inner City, Minority Group Children, *Minority Group Teachers, *Preservice Education, *Student Teaching, *Urban Education

The Winnipeg Centre Project is a field-based, work-study program that attempts to create more appropriate education for the inner-city child. Sponsored by the Planning and Research Branch of the Department of Colleges and Universities Affairs and administered by Brandon University in consultation with the Winnipeg School Division, the project is providing teacher training to 12 inner-city, minority group residents. The project is scheduled to run for 3 years and will involve 40-45 students. The main objective of the project is to provide teacher training to people who share common experiences with students from the inner city. The program itself involves not only university course work but 12-15 hours of student teaching each week, plus volunteer activities. Although the project has some disadvantages, statements from participants indicate a positive attitude toward the project. (BRH)

ED 080 508

SP 006 801

IMPACTE: Indian-Metis Project for Careers Through Teacher Education.

Manitoba Dept. of Education, Winnipeg.
Spons Agency—Department of Indian Affairs and Northern Development, Ottawa (Ontario).
Note—9p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*American Indians, *Ethnic Groups, Minority Groups, Minority Group Teachers, *Preservice Education, *Teacher Certification, *Teacher Education Curriculum

The primary goal of the Indian-Metis Project for Careers through Teacher Education (IMPACTE) is to increase the number of certified teachers of native origin in Manitoba. The desire to obtain a teaching certificate and a mature student's university admission are the only requirements; high school graduation is not required. IMPACTE students are required to complete the same number of credit hours with the same grade point average as other candidates; however, a much greater emphasis is placed on classroom experience. It is the hope of this project that native teachers will give young native Indians in Manitoba a positive image of themselves as a minority group. (JB)

ED 080 509

SP 006 802

Ayers, Jerry B.

Relationship of Selected Variables and Success in a Teacher Education Program.

Pub Date 73

Note—3p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association, Atlanta, Georgia, May 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Predictive Ability (Testing), *Predictive Measurement, Predictive Validity, Predictor Variables, Prognostic Tests, *Teacher Education, *Teacher Programs

The purpose of this study involving predicting academic success in a teacher education program was to determine the relationship among the following factors: scores on the Mooney Problem Checklist (MPC), Kuder Preference Record Vocational (KPSV), Survey of Study Habits and Attitudes (SSHA), American College Test (ACT), and National Teacher Examination (NTE); the number of quarter hours of study completed and quality point average (QPA) in social science, science, mathematics, English, education and psychology, and major teaching field; and overall QPA for a group of 603 students who had completed teacher preparation programs between 1966 and 1971. Results of this study have implications for predicting the success of students in teacher education programs. Generally, it has been recognized that ACT scores are reasonable predictors of success in work taken in the first 2 years of college. Results of the present study indicate that students who were more successful in courses normally taken in lower division work tended to complete the teacher preparation program successfully as measured by overall QPA and scores on the NTE. By examination of all variables included in the study, admission counselors and academic advisors can guide students into appropriate teaching areas, elementary and secondary. (Author/JA)

ED 080 510

SP 006 803

Fisher, A. Craig And Others

Personality and Grip Strength Relationships Between Monozygous and Dizygous Twins.

Pub Date 73

Note—18p.; Paper presented at the Convention of the American Association for Health, Physical Education, and Recreation, Minneapolis, Minnesota, April 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age, Height, Heredity, *Muscular Strength, *Personality Assessment, *Physical Characteristics, *Physical Education, *Twins, Weight

The purposes of this study were a) to investigate the relationship between grip strength and the measures of age, height, weight, and the personality traits revealed by the Comrey Personality and Attitude Factor Scales and b) to assess the influence of heredity on height, weight, and grip strength. Fifty-eight pairs of twins (MZ, 30 and DZ, 28) served as subjects. Pearson product moment correlations revealed that weight appeared to be the best predictor of grip strength. When age was partialled out by standard score transformation, weight was no longer the best predictor. It was concluded that age was the best predictor of strength for both males and females. Results also showed that personality was not an important function of the grip strength score. Significant heritability coefficients were found for the factors of height, weight, and grip strength, although not all coefficients reached statistical significance for both sexes. (Four tables of statistical data and two pages of statistical formulas are included along with two pages of references.) (Author/BRH)

ED 080 511

SP 006 804

Horton, Lowell

The Hidden Curriculum of Competency Based Teacher Education.

Pub Date [72]

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Innovation, *Educational Objectives, *Educational Problems, *Effective Teaching, *Performance Based Teacher Education, *Program Effectiveness, Teacher Education Curriculum, Teacher Programs

The advantages of competency-based programs may indeed outweigh the disadvantages, but it is still fitting that teacher educators be aware of the disadvantages. In competency-based education, teaching acts are given priority over principles that guide the act. If we do no more than prepare teachers to respond to specific stimuli in predictable ways, we are producing teachers who are obsolete as soon as the stimuli change. Competency-based education is cannon fodder for the educational establishment, perpetuating technical expertise rather than educational methodology that sets the mind free to question and probe. Too often the need for acquiring information demeans the individual, and while it is possible to build the individual's assimilation of his experiences into programs of competency-based teacher education, too often it is not done. More importantly, competency-based education is based on the assumptions that there is no controversy about what is important for teachers to know and do and that man needs to be manipulated by those in authority in order for him to do what he should. The cry for accountability coupled with the financial squeeze in teacher education institutions has caused educators to seek easy answers. Perhaps good teacher education programs can be defined by those easy devices it refused to accept. (JA)

ED 080 512

SP 006 805

Warren, Richard L.

The Teaching Experience in an Elementary School: A Case Study.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—TR-35

Pub Date Aug 73

Contract—NE-C-003-0-0062

Note—174p.

Available from—School of Education, SCRDT, Stanford University, Stanford, California

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Cultural Interrelationships, Educational Research, *Ethnology, *Organizational Climate, School Districts, School Environment, *Sociocultural Patterns, *Teacher Behavior, *Teaching Experience

Identifiers—Calhoun Elementary School

This case study investigated teaching experience in an elementary school with 425 pupils and 14 teachers. The study views teaching not only in the context of the classroom but also in the organizational context of the school and school district and in the sociocultural context of the community. It is an ethnographic study concerned with the interdependence of teaching behavior, beliefs about the teacher's role, and institutional settings. Specifically, it deals with the cultural processes that define and structure the role of the teacher as technician and socialization agent and with teachers' responses to such processes. The impression produced by the study is that teachers evolve responses to all levels of their occupational experience—ideological, organizational, and interpersonal—in relative isolation. This contextual isolation is shown to exist because there is no functioning relationship between the process of teaching and the ideological and organizational framework in which teaching takes place. (Author)

ED 080 513

SP 006 806

Griffin, Patricia S.

Perceptions of Women's Roles and Female Sport Involvement Among a Selected Sample of College Students.

Pub Date 72

Note—16p.; Paper presented at the Convention of the American Association of Health, Physical Education, and Recreation, Minneapolis, Minnesota, April 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Athletic Activities, *Athletics, College Students, *Females, *Physical Education, *Role Perception, *Sex (Characteristics), Sociocultural Patterns

This study a) determined college students' perceptions of selected women's roles and female sport involvement and b) ascertained the association of selected sociocultural characteristics with perceptions of women's roles and female sport involvement. Two hundred seventy-nine undergraduates at the University of Massachusetts completed a test inventory which included a questionnaire, a semantic differential, and a variation of the Lifestyle and Perspective Index. Analysis revealed that undergraduates have distinct perceptions of the six women's roles studied, but not of the selected sports. Sex and cosmopolitanism were the sociocultural characteristics significantly related to perceptions of women's roles. Regardless of the sociocultural characteristics studied, however, the roles of "woman athlete" and "woman professor" were perceived as the most potent and active roles and the least highly evaluated roles for women. Only "cosmopolitanism" was statistically significant in differentiating perceptions of female involvement in selected sports. (Seven tables of statistical data were included along with a two-page bibliography.) (Author/BRH)

ED 080 514

SP 006 807

Roles, Responsibilities, and Qualifications for Reading Specialists.

International Reading Association, Newark, Del.

Pub Date 68

Note—5p.

Available from—International Reading Association, Six Tyre Avenue, Newark, Delaware 19711 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ethics, Guidelines, Professional Associations, *Reading Instruction, *Teacher Qualifications, *Teacher Responsibility, *Teacher Role

This document presents in outline form the roles, responsibilities, and qualifications of reading specialists as formulated by the Professional Standards and Ethics Committee and approved by the Board of Directors of the International Reading Association. The breakdown of roles, which are retained as outline headings in the sections on responsibilities and qualifications, is as follows: special teacher of reading, reading clinician, reading consultant, and reading supervisor. Also included in the document is the association's Code of Ethics. (JA)

ED 080 515 SP 006 808
Aquatics for the Impaired, Disabled, and Handicapped. Information Sheet.

American Association for Health, Physical Education, and Recreation, Washington, D.C.; Council for National Cooperation in Aquatics, Washington, D.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
 Pub Date Aug 72

Grant—OEG-0-72-5454-233563

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Athletic Activities, *Handicapped, *Physically Handicapped, Recreational Activities, *Swimming Identifiers—Aquatics

This document is a 107-item annotated bibliography, arranged alphabetically by author, on aquatics for the impaired, disabled, and handicapped. The range of the bibliography covers books and journal articles primarily from the late 1960s and early 70s, though there is material from as early as 1936. There is a subject index. Listed in addition to the bibliographic entries are personal sources of information, associations and foundations, films, and periodicals and other items that might yield information on the topic. (JA)

ED 080 516 SP 006 810
Grupe, Fritz H.

Consortium Approach to Stimulating Educational Research. Final Report.

Associated Colleges of the St. Lawrence Valley, Potsdam, N. Y.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-1-B-075

Pub Date Dec 72

Grant—OEG-2-710075

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Educational Research, Program Evaluation, *Research and Development Centers, *Research Committees, *Research Coordinating Units, *Research Design, Research Projects, Research Proposals

The four colleges participating in the Associated Colleges of the St. Lawrence Valley initiated a project to stimulate the involvement of their faculty in the development of research, development, and evaluation projects on a scale comparable to that at larger institutions. The specific objectives were as follows: a) to organize and implement mechanisms and procedures to stimulate and promote the preparation and execution of proposals for educational research and development programs; b) to develop and support a program of seminars, workshops, and demonstrations devoted to communicating the basic and advanced methodology of educational research and research administration; c) to encourage faculty participation in such projects; and d) to initiate intercollege research, development, and evaluation projects that facilitate the cooperative use of existing specializations, facilities, programs, and research talents. To achieve these objectives, a project director and a consortium committee worked with interested faculty and staff in formulating research designs, program revisions, curriculum reforms, and evaluation procedures. The committee organized a series of approximately 26 seminars, workshops, conferences, and demonstrations dealing with research design, evaluation, research on college students, and innovative approaches to education. (Author/JA)

ED 080 517 SP 006 811
Bayer, Alan E.

Teaching Faculty in Academe: 1972-73.

American Council on Education, Washington, D.C. Office of Research.

Pub Date Aug 73

Note—65p.; ACE Research Reports; volume 8 number 2 August 1973

Available from—Publications Division, American Council on Education, One Dupont Circle, Washington, D.C. 20036 (\$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Faculty, Questionnaires, Statistical Analysis, Surveys, *Teacher Background, *Teacher Characteristics, *Teacher Education, Teacher Employment, *Teacher Experience

This document is a report on a survey of college faculty for 1972-73 compiled from results of a faculty questionnaire. The document is composed of descriptions of the design of the study, the survey form, the national norms, and an overview of the findings. Included as appendixes are the names of institutions represented by faculty respondents, a sample of the questionnaire, and tables of weighted national normative distributions. The overview of the findings indicates the following about the average college faculty member in this country: over 40, tenured, white, male, masters degree recipient, religious, politically conservative, and born of a father with an eighth grade education and a mother who completed high school; also, his previous work experience was not college teaching but research or administrative work or precollege teaching. The report indicates that advances in the employment of blacks and women over a 5-year period have been slight. The tables in the appendix also indicate faculty opinions about current educational issues. (JA)

ED 080 518 SP 006 813
George, Paul S. And Others

The Learning Centers Approach to Instruction.

Florida Educational Research and Development Council, Gainesville.

Pub Date 73

Note—34p.; Research Bulletin, volume 8, number 4, Fall 1973

Available from—W. F. Breivogel, Executive Secretary, Florida Educational Research and Development Council, Coll. of Educ., Univ. of Fla., Gainesville, Fla. 32611 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Discovery Learning, Elementary Grades, *Learning, *Learning Activities, Learning Motivation, *Open Education, *Study Centers

The learning center is a place for using and storing materials that relate to a special interest or curriculum area. It is a place where the students, after consulting with the teacher, may go to work; where ideas, materials, and activities are presented on a variety of levels of difficulty. Teachers, however, must first decide what the role of the learning center will be in their instructional program. Are they going to use the center primarily for remediation, enrichment, motivation, short courses, or as the major instructional strategy? There are many themes a center might have: a theme on the study of flight could include an exploration of bird wings (identification of bones and their functions, statistical tables of length and weight) and the making and testing of paper airplanes; a listening and viewing center could be set up for students to view examples of flight and then discuss what they have seen. (An appendix is included that describes and graphically outlines a variety of learning centers.) (JB)

ED 080 519 SP 006 815
AFT-QuEST Consortium Yearbook. Proceedings of the AFT-QuEST Consortium (April 22-26, 1973).

American Federation of Teachers, Washington, D.C.

Pub Date 73

Note—298p.

Available from—American Federation of Teachers, AFL-CIO, 1012 14th St., N.W., Washington, D.C. 20005 (Item 575-3, \$1.50)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Conference Reports, *Consortia, *Educational Problems, Educational Programs, *Educational Trends, Teacher Education, *Teacher Evaluation

This document is a report on the proceedings of the 1973 American Federation of Teachers-Quality Educational Standards in Teaching (AFT-QuEST) consortium sponsored by the AFT. Included in this document are the texts of speeches and outlines of workshops and discussions. The document is divided into the following sections: goals, major proposals, QuEST forums, international advisory reports, special interest group reports, status reports, submitted papers, QuEST songs '73, and future programs. An outline of consortium activities is included. Among topics considered at the consortium were the following: Christopher Jencks' book "On Inequality," the National Institute of Education and its effect on teachers, the federal government and education, teacher evaluation, and the role of business and industry in education. (JA)

ED 080 520 SP 006 816
Greenstein, Jack And Others

Alternative Approaches to Student Involvement in Teacher Education: Three Research Studies.

ATE Research Bulletin 12.

Association of Teacher Educators, Washington, D.C.

Report No—ATE-RB-12

Pub Date 73

Note—44p.

Available from—Association of Teacher Educators, 1201 Sixteenth St., N.W., Washington, D.C. 20036 (Stock Number 868-24470, \$2.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Creativity, *Program Evaluation, Student Attitudes, *Student Needs, *Student Reaction, Student Teachers, *Student Teaching, Teacher Behavior, Teacher Programs, *Verbal Ability

Three research studies investigated student involvement in teacher education. "Belief System Change in Student Teachers" was designed to investigate the possible changes that occur within the belief systems of student teachers, in particular, changes in values, Machiavellianism, authoritarianism, and dogmatism. Generalized social psychological measures were employed to eliminate one individual rating or perceiving another. The second study, "Assessing a Teacher Education Program," assessed the needs perceived by prospective teachers. The study considered choice of vocation, quality of the teacher preparation program, student teaching experience, and suggested improvements. The final study, "A Study of the Verbal Behavior of Creative and Less Creative English and Social Studies Student Teachers," was concerned with a) differences in verbal behavior between student teachers rated creative and those rated less creative, b) differences in pupils' verbal initiative and response to these groups, c) differences in learning activities employed by the two groups, and d) differences in selected personal and professional characteristics between the two groups. (JA)

ED 080 521 SP 006 818
Purnell, Charlotte H.

Del Mod System. 1972 Annual Report.

Del Mod System, Dover, Del.

Spons Agency—Du Pont Corp., Wilmington, Del.; National Science Foundation, Washington, D.C.

Pub Date 30 Sep 72

Note—251p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Annual Reports, Elementary Education, *Financial Policy, *Program Descriptions, *Science Instruction, Secondary Education, State Aid, *State Programs

Identifiers—Delaware

The overall aim of the Del Mod System is the improvement of science programs taught in Delaware schools; it is a working agreement among the University of Delaware, Delaware Technical and Community College, Delaware State College, State Department of Public Instruction, industry, and the schools. It was formed to bring about changes in science education in Delaware and to institutionalize those alterations so that they become an integral part of the permanent system. All of the resources of the state are woven together into a cohesive whole, with individuals in each of the participating institutions performing specific tasks. (Presented is the annual report of the Del Mod System, including financial statements, program descriptions, sample evaluation forms, and two appendixes listed Del Mod Projects.) (JB)

ED 080 522 SP 006 820
Halverson, Lolas E. And Others

The Effect of Guided Practice on Overhand-Throw Ball Velocities of Kindergarten Children.

Wisconsin Univ., Madison. Dept. of Physical Education.

Pub Date [73]

Note—9p.; Paper presented at the National Convention of the American Association for Health, Physical Education, and Recreation, Minneapolis, Minnesota, April 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Athletic Activities, Athletics, *Kindergarten Children, Muscular Strength, *Physical Activities, Physical Characteristics, *Physical Development, Physical Education, *Physical Fitness

Identifiers—Physical Performance, *Throwing

This report, the first of three on the effects of teaching kindergarten children the overhand throw, compares the children's final ball velocities to those of two control groups. Later reports will discuss the effect of instruction on the children's movement processes and the relationship between velocity and movement process. Forty-five children from two intact kindergartens in a Madison, Wisconsin public school were randomly assigned by sex to one of two groups: an experimental group that received a movement program including 120 minutes of guided practice in the overhand throw or a control group that received no exposure to the throw. A third group, randomly selected by sex from a comparable school, received no movement experience. Ten side-view, filmed trials of each subject's throw for force were taken before and after the 6-week period. Ball velocities for each trial were recorded simultaneously with the Roberts' velocimeter. No significant velocity differences between groups were reported, though boys throwing had significantly greater velocity than girls at both pre- and post-practice testing. One hundred twenty minutes of guided practice in the overarm throw did not significantly change the ball velocities of kindergarten children compared to two groups with no formal throwing experience. (Author/JA)

ED 080 523 SP 006 821

Harrington, Paul

Guide for Financial Assistance and Program Support for Activities in Physical Education and Recreation for Impaired, Disabled, and Handicapped Participants.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date May 73

Grant—OEG-0-72-5454-233563

Note—37p.

Available from—AAHPER, 1201 Sixteenth Street, N.W., Washington, D.C. (No price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Athletic Programs, Guides, Handicapped, *Physical Education, *Physical Education Facilities, *Physically Handicapped, *School Funds

This publication describes effective methods and techniques used in fund raising. Among the successful techniques mentioned are urgent requests for public support, an emphasis on public awareness, and a clear understanding by the community of the problem to be solved. General types of methods listed include all-star football and basketball games; walk-a-thons or bike-a-thons; parent, civic, and service group sales drives; sales of items made by handicapped persons; and the collection of trading stamps for obtaining supplies and equipment. Also, general principles, approaches, and ideas are described that help the reader choose which method is best suited to his own community. (JB)

ED 080 524 SP 006 822

Pearson, L. Roger

Guide for Homemade Innovative Play Equipment for Activities in Physical Education and Recreation for Impaired, Disabled, and Handicapped Participants.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jun 73

Grant—OEG-0-72-5454-233563

Note—94p.

Available from—AAHPER, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (No price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Athletic Equipment, *Low Income, *Physical Education Facilities, *Physically Handicapped, Recreation, *Recreational Facilities

This document describes homemade and inexpensive equipment, supplies, and adapted devices for use in physical education, recreation, camping, and playground programs for handicapped individuals. As well as being slanted toward low-budget programs, this publication also aims at large groups of participants of varying interests, ages, and abilities. It presents line drawings of equipment that show proper dimensions for construction; it provides examples of activities that

might be used with the equipment; it gives hints on modifying performances; and it lists safety considerations and materials needed for construction. An annotated bibliography precedes the appendixes, which include a list of contributors, an evaluation guide, suggestions for additional equipment, and a classification index for finding devices and equipment in the guide according to purpose. (JB)

ED 080 525 SP 006 823

Corcoran, Robert F. Millard, Richard M.

Selected Issues Relating to Available Information on Health Education Program Needs. Report No. 38.

Education Commission of the States, Denver, Colo.

Pub Date May 73

Note—24p.

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Community Services, *Health Education, *Health Programs, Health Services, *Literature Reviews, *Professional Training

This paper identifies and briefly comments on the approaches used for justifying health education program needs for the purpose of educating and training people for the health care professions and occupations. It assesses and evaluates available information concerning the needs of programs that are designed to train and educate professionals for all of the medical and health related services. (JB)

ED 080 526 SP 006 824

It's Happening Now...In a Project That Knows People Are Important.

Tucson Elementary School District 1, Ariz.

Spons Agency—Arizona State Dept. of Education, Phoenix; Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Elementary Education, Health, *Health Education, *Health Services, *Parent School Relationship, *School Community Cooperation, Student Teacher Relationship

Identifiers—Arizona

The Health Education Through Parent Participation project serves selected elementary schools primarily from the central city complex of Tucson, Arizona. Its principal goals are to implement a curriculum model that a) assesses the immediate and most pertinent health needs and interests of the school community; b) jointly involves parents, students, and teachers as participants in the decision-making process concerning health education; and c) develops an emerging health education curriculum that is most relevant to classroom participants. (Author/JB)

ED 080 527 SP 006 825

Council for Cultural Co-Operation and Cultural Fund, Annual Report 1972.

Council of Europe, Strasbourg (France). Council for Cultural Cooperation.

Pub Date 73

Note—115p.

Available from—Manhattan Publishing Co., 225, Lafayette St., N.Y., N.Y. 10012

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Annual Reports, Continuous Learning, *Cultural Factors, Curriculum, *Educational Research, Educational Technology, *Research Projects

This document is a report on the activities of the Council for Cultural Co-Operation (CCC) and Cultural Fund for 1972. The CCC is briefly defined as being designed to reinforce educational and cultural cooperation among the 21 countries of the CCC, especially in matters of research, information, and documentation. The document is composed of descriptions of various CCC projects, including the following: symposia on permanent education, curriculum content (especially in medical, dental, and religious education), the training of teachers and "animators," educational technology, documentations and publications, cultural developments (especially, art exhibitions and television), and youth activities. Included as appendixes are the text of Opinion No. 10, which defines the role of the CCC; the text of the Statute of the European Youth Foundation; a list of CCC symposia; and a

bibliography of CCC reports, publications, and material for display. (The complete text of this document is presented in French in SP 006 826.) (JA)

ED 080 528 SP 006 826

Conseil de la Coopération Culturelle et Fonds Culturel. Rapport Annuel 1972. (Council for Cultural Co-operation and Cultural Fund, Annual Report 1972.)

Council of Europe, Strasbourg (France). Council for Cultural Cooperation.

Pub Date 73

Note—119p.

Available from—Manhattan Publishing Co., 225 Lafayette St., N.Y., N.Y. 10012

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Annual Reports, Continuous Learning, *Cultural Factors, Curriculum, *Educational Research, Educational Technology, French, *Research Projects

This document is a report on the activities of the Council for Cultural Co-Operation (CCC) and Cultural Fund for 1972. The CCC is briefly defined as being designed to reinforce educational and cultural cooperation among the 21 countries of the CCC, especially in matters of research, information, and documentation. The document is composed of descriptions of various CCC projects, including the following: symposia on permanent education, curriculum content (especially in medical, dental, and religious education), the training of teachers and "animators," educational technology, documentations and publications, cultural developments (especially, art exhibitions and television), and youth activities. Included as appendixes are the text of Opinion No. 10, which defines the role of the CCC; the text of the Statute of the European Youth Foundation; a list of CCC symposia; and a bibliography of CCC reports, publications, and material for display. (The text of this document is in French; it is available in English as SP 006 825.) (JA)

ED 080 529 SP 006 829

Simon, Edward L.

A Profile of Students Enrolled for Credit in the Extramural Teaching Program at Louisiana State University, Spring Semester, 1973.

Louisiana State Univ., Baton Rouge. Cooperative Extension Service.

Pub Date Aug 73

Note—4p. Summary of M.S. thesis, Louisiana State Univ.; R and T Summary No. 48

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adult Characteristics, Adult Education, *Adult Education Programs, Continuation Education, *Continuation Students, Educational Research, *Teaching Programs, *University Extension

This study determined selected characteristics of 958 students enrolled in the Extramural Teaching Program conducted by the Continuing Education Division of Louisiana State University. Data were gathered through a pretested questionnaire administered to the students by the instructors of 83 courses. Frequency distributions of the results yielded the following interpretations: a) the Extramural Teaching Program is serving an educational need for a large number of people from many areas in Louisiana; b) the ages of the students should be considered when developing curriculum for extramural programs; c) the majority of the students in this program are goal oriented; d) some students drive several miles to participate in courses, but convenience seems to be a factor in course offerings; e) consideration should be given to expanding the program for professional people outside the field of education; f) the quality of the courses offered in the program is good; g) very few of the participants make use of library facilities; h) consideration should be given to a more effective system of announcing courses; and i) financial support for the program should be expanded. (BRB)

ED 080 530 SP 006 830

Guide to Information Resources: Programing for Persons with Handicapping Conditions Through Physical Education, Recreation and Related Disciplines.

American Association for Health, Physical Education, and Recreation, Washington, D.C.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Feb 73

Grant—OEG-0-72-5454-233563

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Information Retrieval, Information Services, *Physical Education, *Physically Handicapped, *Physical Therapy, *Resource Guides, *Resource Materials

Presented is a guide to identifying and using the agencies and organizations that provide information resources relevant to recreation, physical education, and related areas for impaired, disabled, and handicapped persons. Resources listed in the guide are of two types: information systems and compiled sources. Information systems listed are Computer Based Resource Units (CBRU), Council for Exceptional Children Information Center (CEC), Educational Resources Information Center (ERIC), Medical Literature Analysis Retrieval System (MEDLARS), Microform Publications, Science Information Exchange (SIE), Select-Ed Prescriptive Materials Retrieval System (PMRS), Special Education Information Center (SEIC), Special Education Instructional Materials Centers/Regional Media Centers Network (SEIMC/RMC), Therapeutic Recreation Information Center (TRIC), and University Microfilms. Listed compiled sources are "Completed Research in Health, Physical Education and Recreation" and "Mental Retardation Abstracts." (JB)

ED 080 531 SP 006 842

Brace, David K.

Physical Education and Recreation for Mentally Retarded Pupils in Public Schools.

American Association for Health Physical Education, and Recreation, Washington, D.C. Project on Recreation and Fitness for the Mentally Retarded.

Pub Date 66

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Mentally Handicapped, *Mental Retardation, National Surveys, *Physical Education, *Physical Education Facilities, *Physical Recreation Programs, Public Schools, *Recreational Facilities

A national survey was made of the status of physical education and recreation opportunities for mentally retarded children in public schools. Questionnaires were sent to 4,022 school superintendents, principals, or teachers. The results are based on 1,589 responses (37.6%) from these individuals. The final report is presented in 11 sections: a) General Summary, b) Primary Schools, c) Elementary Schools, d) Junior High Schools, e) Senior High Schools, f) Enrolled with Normal Pupils, g) Schools Including All Grades, h) Boys in Physical Education with Normal Pupils, i) Boys in Physical Education Classes Separate from Those for Normal Pupils, j) Girls in Physical Education with Normal Pupils, and k) Girls in Physical Education Classes Separate from Those for Normal Pupils. (Author)

ED 080 532 SP 006 843

Aubert, Halldis

Handicap-Sport: A Preliminary Bibliography on Sport for the Disabled and the Ill, 1960-1973. Second Edition.

Pub Date 73

Note—186p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Athletic Activities, Athletics, *Bibliographies, *Physical Education, *Physically Handicapped, *Physical Recreation Programs

Information about books, periodicals, theses, dissertations, research projects and other printed documents from all over the world have been compiled into a comprehensive bibliography dealing with physical education, recreation, sports, and related areas for impaired, disabled, and handicapped persons; almost 2,000 entries are included. In addition to the main section alphabetized by authors, entries are indexed according to activities, disabilities and handicapping conditions, and miscellaneous categories such as bibliographies, competition, education, equipment, facilities, terminology, and testing. Entries are in the language of original publication; all other material is in English, Norwegian, German, and French. (Author)

TM

ED 080 533

Campbell, Paul B.

The Use of Correlates of Achievement in Statewide Assessment.

Educational Testing Service, Princeton, N.J. Center for Statewide Educational Assessment.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 73

Note—16p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Achievement Tests, *Comparative Statistics, *Correlation, *State Surveys, Technical Reports, *Test Interpretation

Correlates that describe in part the variation of conditions under which learning is attempted are discussed. Each of these correlates is significantly related to student achievement. Categories into which the correlates are grouped are: Socioeconomic Status Variables (mother's occupation, father's occupation, mother's educational level, father's educational level, value of home, and household income); Teacher Variables (teacher's experience, teacher's salary, teacher's certification, student orientation in contrast to "subject" orientation, verbal facility, recency of training and level of education, and job satisfaction-teacher turnover); and School Variables (school site size, building age, percent substandard classrooms, library volumes per student, textbooks per student, school size, student mobility, class size, number of special area teachers per student-lab facilities, average teacher time in guidance, length of school year, and materials and supplies expenditures). (DB)

ED 080 534

Knapp, Joan, Comp.

A Selection of Self Concept Measures.

Educational Testing Service, Princeton, N.J. Center for Statewide Educational Assessment.

Spons Agency—Ford Foundation, New York, N.Y.

Pub Date 73

Note—31p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Elementary Grades, Guides, *Measurement Instruments, *Psychological Tests, Secondary Grades, *Self Concept Tests

This compilation is comprised of descriptions of instruments for measuring self-concept. The instruments were chosen on the basis of the following criteria: they should be suitable for and reflect the full age range of children in school; each of the categories in Collier's model—self report, projective, behavior trace, and direct observation—should be represented; they should have been designed with the so-called "normal" population in mind rather than a psychopathological population; they have enough information accompanying them to enable investigators to use them effectively; and they should reflect a variety of means of presentation (e.g., pictorial items, semantic differential). The instruments described are: Work Posting; The Children's Self-Social Constructs Test; The Children's Self-Concept Index; Responsible Self-Concept Test; Behavior Rating Form; Coopersmith Self Esteem Inventory; Tennessee Self Concept Scale; How I See Myself Scale (Primary and Secondary Form); A Semantic Differential for Measurement of Global and Specific Self Concepts; The Piers-Harris Children's Self Concept Scale (The Way I Feel about Myself); Michigan State General Self Concept of Ability; Michigan State Self Concept of Ability in Specific Subjects Scales; and Self Esteem Measure for Neighborhood Youth Corps Enrolees. (DB)

ED 080 535

Rottmayer, William Arthur

A Formal Theory of Perception. Technical Report No. 161.

Stanford Univ., Calif. Inst. for Mathematical Studies in Social Science.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—TR-161

Pub Date 13 Nov 70

Note—103p.; Psychology Series

EDRS Price MF-\$0.65 HC-\$6.58

TM 002 832

Descriptors—*Learning Theories, *Mathematical Models, *Perception, *Psychological Studies, *Stimulus Behavior, Technical Reports

An attempt to build a mathematical model of a device that could learn geometry is discussed. The report discusses the background and motivation of the study, the coding problem, the derivation of Suppes "Stimulus-Response Theory of Finite Automata" used in the work in learning theory, and a summary of the technical work. (DB)

ED 080 536

TM 003 001

State Testing Programs: A Survey of Functions, Tests, Materials, and Services.

Educational Testing Service, Princeton, N.J. Evaluation and Advisory Service.

Pub Date Mar 68

Note—151p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Achievement Tests, *Aptitude Tests, *Educational Testing, Elementary Grades, *Intelligence Tests, Program Descriptions, Secondary Grades, State Departments of Education, *State Programs, Surveys

This compilation of descriptions of State testing programs is based upon responses to a mail survey of the departments of education in the 50 States, the Canal Zone, Guam, Puerto Rico, and the Virgin Islands. It was found that 42 of these offer 74 testing programs (with 18 offering two or more), 9 provide only limited testing services, and 8 do not conduct a program. Following an overview of all the data, summaries are presented for each of the programs, with the following types of data provided for each: purposes and objectives, administration and supervision, grades, tests, norms, administration dates, other services, costs, participation, number tested, reference(s), and a name and address for use in obtaining further information. (KM)

ED 080 537

Roberts, Jean

Intellectual Development of Children as Measured by the Wechsler Intelligence Scale, United States. Data from the Health Examination Survey, Series 11, Number 107.

National Center for Health Statistics (DHEW).

Rockville, Md.

Report No.—DHEW-HSM-72-1004

Pub Date Aug 71

Note—46p.; Vital and Health Statistics Series

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Age Differences, Comparative Analysis, *Elementary School Students, *Intellectual Development, *Intelligence Level, *Intelligence Tests, Raw Scores, Scores, Sex Differences, Statistical Data, Technical Reports, *Test Results

Identifiers—*Wechsler Intelligence Scale for Children

This report presents national estimates of the intellectual development levels of noninstitutionalized children 6-11 years of age in the United States. These estimates were determined by scores on the Vocabulary and Block Design subtest of the WISC obtained in the Health Examination Survey of 1963-65. Findings are shown by age, sex, and grade in school in the form of scaled scores, raw scores, and percentile distribution of raw scores for each subtest and as standard scores or deviation IQ estimates of the Full Scale IQ based on this dyad short form of the WISC. Comparisons for the two subtests are made with findings in Wechsler's standardization group. Mean scores on the Block Design subtest were higher in the present study than in Wechsler's at both 7 and a half and 10 and a half years, the difference being statistically significant only for the younger group. On the Vocabulary subtest, the present study means were significantly lower at 7 and a half years but slightly higher at 10 and a half years. Variability in scores was greater in the present study. Boys were found to outscore girls, on the average even more consistently on the two subtests used in the survey than on the entire test in Wechsler's original standardization study. Since the present findings are based on a larger, more representative sample than the original study, it appears that there is a sex differential in performance that cannot be attributed to a factor of bias in sample selection. (Author/KM)

ED 080 538 TM 003 043

Whaley, Donald L.

Psychological Testing and the Philosophy of Measurement.

Behaviordelia, Inc., Kalamazoo, Mich.

Pub Date 73

Note—62p.

Available from—Behaviordelia, Inc., P.O. Box 1044, Kalamazoo, Michigan 49005 (no price quoted)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Measurement, *Psychological Testing, Psychological Tests, Sampling, Statistical Analysis, Statistics, Test Construction, Test Reliability, Test Results, Test Validity, *Textbooks

An introductory textbook on psychological tests and measurements is presented in paper back booklet form. The style is informal and humorous, and the book is intended to appeal to the contemporary student. Ten chapters constitute the text: (1) On Measurement and Existence; (2) A Brief, Imprecise History of Psychological Testing; (3) The Creation of Differences; (4) Psychological Tests: A Definition; (5) Test Results and Numbers; (6) Descriptive Statistics; (7) Inference Samples, and the Normal Curve; (8) Validity; (9) Reliability; and (10) Constructing a Test. (KM)

ED 080 539 TM 003 044**Invitational Conference on Testing Problems (New York, November 1, 1969).**

Educational Testing Service, Princeton, N.J.

Pub Date 1 Nov 69

Note—123p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Academic Achievement, *Achievement Tests, *Conference Reports, Educational Accountability, Evaluation Methods, Measurement, *Program Evaluation, Statistical Analysis, Systems Analysis, *Testing Problems

The 1969 Invitational Conference on Testing Problems had as its theme "Toward a Theory of Achievement Measurement." Papers presented in Session I, The Nature of Educational Achievement, were: (1) "Concepts of Achievement and Proficiency" by William E. Coffman; (2) "The Functions and Uses of Educational Measurement" by Winton H. Manning; (3) "Social Consequences of Educational Measurement" by Edgar Z. Friedenberg; and (4) discussion by Chester H. Harris. Papers presented in Session II, The Measurement of Educational Achievement, were: (1) "Validation of Educational Measures" by Lee J. Cronbach; (2) "Integration of Test Design and Analysis" by Louis Guttman; (3) "Knowledge vs. Ability in Achievement Testing" by Robert L. Ebel; and (4) discussion by Goldine C. Gleser. Papers presented in Session III, Measuring the Performance of Systems and Programs, were: (1) "Systems Analysis of Education" by Thomas K. Glennan, Jr.; (2) "The Role of Evaluative Research" read by Louis Guttman for the late Edward A. Suchman; (3) "Controlled Experimentation: Why Seldom Used in Evaluation?" by Julian C. Stanley; (4) "Accountability in Public Education" by Leon M. Lessinger; and (5) discussion by Michael Scriven and Robert H. Ennis. (KM)

ED 080 540 TM 003 045**Invitational Conference on Testing Problems (New York, October 29, 1966).**

Educational Testing Service, Princeton, N.J.

Pub Date 29 Oct 66

Note—128p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Achievement, *Adjustment (to Environment), Computer Oriented Programs, *Conference Reports, *Educational Change, Educational Innovation, Educational Objectives, *Evaluation, Instructional Innovation, Prediction, Program Evaluation, Psychometrics, Statistical Analysis, *Testing Problems

The 1966 Invitational Conference on Testing Problems dealt with the innovations of the new age of flexibility and the problems of evaluating and preparing for them. Papers presented in Session I, Innovation and Evaluation, were: (1) "Innovation and Evaluation: In Whose Hands?" by Nils Y. Wessell; (2) "The Discovery and Development of Educational Goals" by Henry S. Dyer; (3) "The Meaning of Impact" by Martin Trow; (4) "Unconventionality, Triangulation, and

Inference" by Eugene J. Webb; and (5) "The Prediction of Academic and Nonacademic Accomplishment" by John L. Holland. The luncheon address was "Education's Age of Flexibility" by Francis Keppel. Papers presented at Session II, Natural Language and Computers in Education, were: (1) "An Interactive Inquirer" by Philip J. Stone; (2) "The Natural-Language Approach to Psychometrics" by Carl E. Helm; and (3) "Grading Essays by Computer: Progress Report" by Ellis Batten Page. A list of conference participants concludes the report. (KM)

ED 080 541 TM 003 046**Invitational Conference on Testing Problems (New York, October 28, 1967).**

Educational Testing Service, Princeton, N.J.

Pub Date 28 Oct 67

Note—139p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Computer Assisted Instruction, *Conference Reports, *Curriculum Development, Individualized Curriculum, *Instructional Innovation, Intelligence Tests, *Measurement, Professional Education, Program Evaluation, Public Policy, Simulation, Statistical Analysis, *Testing Problems, Test Interpretation

The 1967 Invitational Conference on Testing Problems dealt with various aspects of change in education. Papers presented in Session I, Evaluation and Research in Curriculum Development, were: (1) "Adapting the Elementary School Curriculum to Individual Performance" by Robert Glaser, and (2) "An Evaluation Model for Professional Education—Medical Education" by Christine H. McGuire. Papers given in Session II, New Approaches to Instruction, were: (1) "Computer-Based Instruction in Initial Reading" by Richard C. Atkinson, and (2) "Academic Games and Learning" by James S. Coleman. The luncheon address was "Testing and Public Policy" by William Gorham. Papers presented at Session III, Measurement Systems, were: (1) "Sample-free Test Calibration and Person Measurement" by Benjamin D. Wright, (2) "Reformation through Measurement in Secondary Education" by Paul R. Lohnes, and (3) "Surveys Undertaken by the Scottish Council for Research in Education" by David A. Walker. (KM)

ED 080 542 TM 003 047**Invitational Conference on Testing Problems (New York, November 2, 1968).**

Educational Testing Service, Princeton, N.J.

Pub Date 2 Nov 68

Note—149p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Comparative Analysis, *Conference Reports, Cost Effectiveness, Disadvantaged Youth, Employment Practices, *Evaluation Methods, *Program Evaluation, *Socially Disadvantaged, Teacher Education, Teacher Educator Education, *Testing Problems

The 1968 Invitational Conference on Testing Problems dealt with educational evaluation and the problems of the socially disadvantaged. Papers presented in Session I, Educational Evaluation—Various Levels and Aspects, were: (1) "The Comparative Field Experiment: An Illustration from High School Biology" by Richard C. Anderson; (2) "Evaluation of Teacher Training in a Title III Center" by Ethna R. Reid; (3) "Evaluating a National Program: The Training of Teachers of Teachers" by Bertram B. Masia and P. David Mitchell; and (4) "Cost-Benefit Analysis and the Evaluation of Educational Systems" by J. Alan Thomas. The luncheon address was "A Customer Counsels the Testers" by Sidney P. Marland, Jr. Papers given at Session II, The Socially Disadvantaged, were: (1) "Nonschool Variables in the Education of Disadvantaged Children" by Edmund W. Gordon; and (2) "Issues and Strategies in Employment of the Disadvantaged" by Albert P. Maslow. One paper presented at the second session, "Meaning, Thinking, and Reading" by Marie Hughes, was not completed in time to be included in the proceedings. (KM)

ED 080 543 TM 003 048**The Assessment of Non-Standard Programs -- the Need and the Promise: The Annual Western Regional Conference on Testing Problems (20th, Oakland, California, May 7, 1971).**

Educational Testing Service, Princeton, N.J.

Pub Date 7 May 71

Note—73p.

Available from—Educational Testing Service, Princeton, New Jersey 08540 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, *Educational Accountability, Educational Change, *Educational Innovation, Evaluation Criteria, Evaluation Methods, Instructional Innovation, *Program Evaluation, *Testing Problems

The twentieth Western Regional Conference on Testing Problems dealt with the issues of assessment/accountability and non-traditional programs. The following speeches were given: (1) "The New Approach of the California State Colleges" by Glenn S. Dumke; (2) "Toward Institutional Goal-Consciousness" by Richard E. Peterson; (3) "The Commission on Non-traditional Study—Who Needs It?" by John A. Valentine; (4) "The Impact of Mandated Evaluation on Education" by Alexander I. Law; and (5) "A Workable Solution to the Demand for Accountability: The Georgia Assessment Project" by William H. Schabacker. A list of conference participants concludes the report. (KM)

ED 080 544 TM 003 049**Developments and Assessments in Educational Centers and Laboratories: The Annual Western Regional Conference on Testing Problems (18th, San Francisco, California, May 9, 1969).**

Educational Testing Service, Princeton, N.J.

Pub Date 9 May 69

Note—79p.

Available from—Educational Testing Service, Princeton, New Jersey 08540 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, *Educational Development, Educational Research, Evaluation Criteria, Evaluation Methods, *Learning Laboratories, *Program Evaluation, *Testing Problems

The 1969 Western Regional Conference on Testing Problems dealt with developments and assessments in educational centers and laboratories. The following speeches were presented: (1) "Behavioral Objective Specifications in Evaluation: Relevant or Irrelevant" by Marvin C. Alkin; (2) "Approaches to the Validation of Learning Hierarchies" by Margaret C. Wang; (3) "Some Problems with Regard to Research and Development in Higher Education" by Leland L. Medsker; (4) "Educational Research, Educational Development and Evaluation Studies" by John K. Hemphill; and (5) "The Challenge of Multi-Agency Involvement in Development" by Ray Jongeward. A list of conference participants concludes the report. (KM)

ED 080 545 TM 003 050**Proceedings of the 1970 Invitational Conference on Testing Problems (New York, October 31, 1970).**

Educational Testing Service, Princeton, N.J.

Pub Date 31 Oct 70

Note—184p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Conference Reports, Educational Change, *Information Dissemination, Information Needs, *Information Systems, Program Evaluation, Social Change, Statistical Analysis, *Testing Problems, *Test Results

The theme of the 1970 Invitational Conference on Testing Problems was "The Promise and Perils of Educational Information Systems." The following papers were presented: (1) "Longer Education: Thinner, Broader, or Higher" by Fritz Machlup; (2) "Testing: Americans' Comfortable Panacea" by Theodore R.Sizer; (3) "Social and Cultural Change and the Need for Educational Information: The Futurist's View" by Herman Kahn; (4) discussion of the previous papers by Amitai Etzioni; (5) "School Testing to Test the Schools" by Richard M. Jaeger; (6) "National Assessment" by Robert E. Stake; (7) discussion by James N. Jacobs and Frank B. Womer; (8) "Bayesian Considerations in Educational Information Systems" by Melvin R. Novick; (9) discussion by John W. Tukey; (10) "Temporal Changes in Treatment-Effect Correlations: A Quasi-Experimental Model for Institutional Records and Longitudinal Studies" by Donald T. Campbell; (11) discussion by John W. Tukey; (12) "Higher Education: For Whom? At Whose Cost?" by Carl Kaysen; (13) "Social Accounting in Education: Reflections on Supply and Demand" by David K. Cohen; (14) "Ethical and Legal Aspects of the Collection and Use of Educational Information" by David A. Goslin; (15) "Test Information as a

Reinforcer of Negative Attitudes Toward Black Americans" by Elias Blake Jr.; and (15) discussion by James J. Gallagher. (KM)

ED 080 546 TM 003 051

Testing in Learning and Teaching: The Annual Western Regional Conference on Testing Problems (13th, San Francisco, California, May 1, 1964).

Educational Testing Service, Princeton, N.J.

Pub Date 1 May 64

Note—63p.

Available from—Educational Testing Service, Princeton, New Jersey 08540 (\$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, Role Perception, Teacher Certification, *Teacher Education, Teacher Role, *Teacher Selection, *Teaching, Testing, *Testing Problems

The 13th Western Regional Conference on Testing Problems dealt with testing in relation to teaching and teachers. The following speeches were presented: (1) "Testing and the Teaching Act" by Arthur P. Coladareci; (2) "Examinations and the Advancement of Teaching" by Arthur Benson; (3) "An Exploration of Different Teacher Role Expectations" by A. Garth Sorenson; (4) "The Unreconstructed Teacher: Tomorrow's Roadblock" by Robert E. Stake; and (5) "The Role of Testing in the Selection of Teachers of English" by Edward S. Noyes. (KM)

ED 080 547 TM 003 052

Documenting Educational Change: The Annual Western Regional Conference on Testing Problems (14th, San Francisco, California, May 7, 1965).

Educational Testing Service, Princeton, N.J.

Pub Date 7 May 65

Note—64p.

Available from—Educational Testing Service, Princeton, New Jersey 08540 (\$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Tests, College Credits, *Conference Reports, *Educational Change, Equivalency Tests, Language Instruction, Mathematics Education, National Competency Tests, Norms, *Testing Problems

The 1965 meeting of the Western Regional Conference on Testing Problems dealt with change in education. The following speeches were presented: (1) "The Winds of Change in Mathematics Education with a Discussion of Some of the Stronger Gusts" by Sheldon S. Myers; (2) "Articulation Problems in California Foreign Language Instruction" by Kai-yu Hsu; (3) "External Examinations and Continuity" by Jack N. Arholino; (4) "What's in a Norm—Testing What We Really Teach" by E. L. Kezeel; and (5) "New Directions in Assessing Achievement" by Robert J. Solomon. (KM)

ED 080 548 TM 003 053

Accelerated Educational Change: The Annual Western Regional Conference on Testing Problems (15th, San Francisco, California, May 6, 1966).

Educational Testing Service, Princeton, N.J.

Pub Date 6 May 66

Note—78p.

Available from—Educational Testing Service, Princeton, New Jersey 08540 (\$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Admission, *Conference Reports, Cultural Disadvantage, *Disadvantaged Groups, *Educational Change, Educational Innovation, Educational Theories, *Testing Problems

The 1966 meeting of the Western Regional Conference on Testing Problems dealt with accelerated educational change. The following speeches were presented: (1) "Access to Higher Education: Implications for Future Planning" by Richard Pearson; (2) "The Differentiated Youth: A Challenge to Traditional Institutions" by Joseph D. Lohman; (3) "Teaching and Testing the Disadvantaged" by William Johtz; (4) "Teaching the Bill of Rights in the High School" by Murray L. Schwartz; and (5) "A Retirement Plan for Working Assumptions" by John Dobbin. (KM)

ED 080 549 TM 003 054

Assessing the Current Educational Congeries: The Annual Western Regional Conference on Testing Problems (16th, San Francisco, California, May 5, 1967).

Educational Testing Service, Princeton, N.J.

Pub Date 5 May 67

Note—69p.

Available from—Educational Testing Service, Princeton, New Jersey 08540 (\$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Credits, *Conference Reports, *Educational Change, Educational Innovation, Equivalency Tests, Performance Criteria, *Program Evaluation, *Student Evaluation, *Testing Problems

The 1967 meeting of the Western Regional Conference on Testing Problems dealt with evaluation and educational change. The following speeches were presented: (1) "The Atypical Student" by Carole A. Leland; (2) "Citizenship Assessment" by Vincent N. Campbell; (3) "Educational Criteria and the Cheshire-Cat" by Scarvia B. Anderson; (4) "Are Educational Researchers Really Prepared to Evaluate Educational Programs?" by Rodney W. Skager; and (5) "Responsibility in Innovation" by Leland B. Newcomer. (KM)

ED 080 550 TM 003 055

Bratfish, Oswald And Others
Perceived Difficulty of Items in a Test of Reasoning Ability.

Stockholm Univ. (Sweden). Inst. of Applied Psychology.

Spons Agency—Swedish Council for Social Science Research, Stockholm.

Pub Date 72

Note—18p.; Reports from the Institute of Applied Psychology, University of Stockholm, No. 28, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Abstract Reasoning, Cognitive Tests, *Comparative Analysis, *Complexity Level, Correlation, *Item Analysis, *Perception, *Rating Scales, Statistical Analysis, Technical Reports, Test Construction

Identifiers—Psychophysics
Sixty subjects participated in an experiment involving estimation of difficulty of items in a test of reasoning ability. The estimates were to be given both according to conventional conditions of magnitude estimations with a preassigned comparison standard and according to a modified procedure of magnitude estimation where the comparison standard was chosen individually by the subjects themselves. The test itself was administered to the subjects under standard conditions prior to the estimation procedures. When comparing the two methods of estimation used, a high correlation between estimates and a close correspondence of the modified method of magnitude estimation to the methods of ratio estimation and similarity estimation was noticed. A high correlation ($r=0.90$) between the rank order of items according to perceived difficulty and the item sequence was found. Furthermore, estimated difficulty could tentatively be described as a positively accelerated function of standard scores corresponding to solution frequencies. The relative increase of perceived difficulty was more pronounced for subjects with a high performance score on the test than for subjects with a poor performance score. Probable causes of the results obtained as well as possible secondary factors affecting the estimates of perceived difficulty are discussed. (Author)

ED 080 551 TM 003 056

Borg, Gunnar And Others
Perceived Difficulty of a Visual Search Task.

Stockholm Univ. (Sweden). Inst. of Applied Psychology.

Spons Agency—Swedish Council for Social Science Research, Stockholm.

Pub Date 71

Note—11p.; Reports from the Institute of Applied Psychology, University of Sweden, No. 16

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Attention, *Complexity Level, *Perception, *Rating Scales, *Research Methodology, Statistical Analysis, Task Performance, Technical Reports, *Visual Discrimination

Identifiers—Psychophysics
An experiment was carried out on perceived difficulty of a simple attention task. Seven complex stimulus matrices were used, consisting of different numbers of pairs of consonants. The subjects' task was to search for targets determined by the experimenter one by one. Search time was measured as performance criterion. Perceived difficulty of the task was measured by the method of magnitude estimation, one of the matrices serving as standard. The results showed

perceived difficulty to be a negatively accelerated function of both stimulus and response variables involved. It appears probable that the estimates of difficulty were contaminated by the structure and size of the visual field, particularly by the estimation of numerosity. It is concluded that isolation of the perception and, hence, of the estimation of difficulty is an important methodological problem in the area under study. (Author)

ED 080 552 TM 003 057

Bratfish, Oswald And Others
Perceived Item-Difficulty in Three Tests of Intellectual Performance Capacity.

Stockholm Univ. (Sweden). Inst. of Applied Psychology.

Spons Agency—Swedish Council for Social Science Research, Stockholm.

Pub Date 72

Note—16p.; Reports from the Institute of Applied Psychology, University of Sweden, No. 29

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Complexity Level, *Intelligence Tests, *Item Analysis, *Perception, *Rating Scales, Statistical Analysis, Technical Reports

Identifiers—Psychophysics
Three tests of intellectual performance capacity referring to factors V, S, and R, according to Thurstone's system of primary mental abilities were administered to a total number of 34 subjects. Immediately after finishing an individual item, subjects were asked to estimate the perceived difficulty of that item. The ratings were to be given on a symmetrical scale with 9 categories with verbal expression labels. A high correlation between the rank order of items according to estimated difficulty and the real item sequence was obtained in all three tests used. A linear relationship was found between estimated difficulty and standard scores corresponding to solution frequencies. A close correspondence was noticed between the widths and the levels of the ranges of the estimates on the one hand and the corresponding widths and levels of the standard score ranges on the other hand. Subjects who could solve an item correctly tended to estimate the difficulty of that item as lower than subjects who could not. (Author)

ED 080 553 TM 003 058

Borg, Gunnar And Others
Perceived Difficulty of an Immediate Memory Task.

Stockholm Univ. (Sweden). Inst. of Applied Psychology.

Spons Agency—Tri-Centennial Fund, Stockholm (Sweden).

Pub Date 71

Note—12p.; Reports from the Institute of Applied Psychology, University of Stockholm, No. 15, 1971

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Auditory Tests, *Complexity Level, *Memory, *Perception, *Rating Scales, Statistical Analysis, Task Performance, Technical Reports

Identifiers—Psychophysics
Two experiments were performed using messages of digits presented auditorily at a rate of two digits per second. In both experiments, messages of seven different lengths were employed, consisting of 4 to 10 digits in Experiment 1, and of 2 to 8 digits in Experiment 2. The Ss were asked to recall them in the original order, and then to estimate the difficulty of the task by means of the method of magnitude estimation. Messages were presented in pairs of different lengths, the first message in each pair serving as standard for estimating the difficulty of the other message. All pairs were presented twice. In Experiment 1, perceived difficulty was found to be an exponential function of message length. Ss with a higher immediate memory span gave lower estimates for the longest messages than Ss with a lower span. In Experiment 2, the relation between perceived difficulty and message length appeared to be linear. It is argued that with shorter messages, estimates of difficulty were probably affected by the stimulus variable, while with longer messages the response variable (recall) might have been decisive for the perception of difficulty. (Author)

ED 080 554 TM 003 059

Bratfish, Oswald And Others
Perceived Difficulty of a Motor-Skill Task as a Function of Training.

Stockholm Univ. (Sweden). Inst. of Applied Psychology.

Spons Agency—Tri-Centennial Fund, Stockholm (Sweden).

Pub Date 70

Note—10p.; Reports from the Institute of Applied Psychology, University of Stockholm, No. 11, 1970

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Complexity Level, *Perception, *Perceptual Motor Coordination, *Rating Scales, Statistical Analysis, *Task Performance, Technical Reports, Time Factors (Learning)

Identifiers—Psychophysics

A simple device called a "wire labyrinth" was used in an experiment involving learning of a two-hand motor task. The Ss were asked, after completing each of 7 successive trials, to give their estimates of perceived (subjective) difficulty of the task. For this purpose, the psychophysical method of magnitude estimation was used. Time was measured as a criterion of performance. The sevenfold repetition of the task resulted in a drop of performance time from 61 seconds to 35 seconds, i.e., by about 43%, while the perceived difficulty decreased from the initial value of 10 to 5.2, i.e., by 48%. The course of both functions was fairly similar; the correlation coefficient of 0.96 showed a close relationship between perceived difficulty and time. It is suggested that, in the task employed, the estimation of difficulty was mainly based on the perception of time. (Author)

ED 080 555

TM 003 060

Bratfisch, Oswald

Experienced Intellectual Activity and Perceived Difficulty of Intelligence Tests.

Stockholm Univ. (Sweden). Inst. of Applied Psychology.

Spons Agency—Swedish Council for Social Science Research, Stockholm.

Pub Date 72

Note—17p.; Reports from the Institute of Applied Psychology, University of Stockholm, No. 30

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Processes, *Complexity Level, Correlation, *Intelligence Tests, *Perception, *Rating Scales, Statistical Analysis, Technical Reports

Identifiers—Psychophysics

A battery of 10 intelligence tests was administered to 22 subjects under standard conditions. After the testing session the degree of perceived similarity between 5 tests of the battery was to be estimated with regard to: (1) the kind of intellectual activity required by the tests, and (2) difficulty. Estimated qualitative similarity, according to (1) above was found to be a simple function of intertest correlation as determined from another group of 128 subjects. A correlation of 0.48 was found between estimates of qualitative similarity and similarity with regard to perceived difficulty and a correlation of 0.40 between the latter similarity variable and intertest correlation. When removing the effects of similarity with regard to perceived difficulty on the correlation between intertest correlation and estimated qualitative similarity ($r=0.79$), a partial coefficient of correlation of 0.74 was yielded, indicating that perceived difficulty accounts for only 12 percent of the association of 0.79 present. (Author)

ED 080 556

TM 003 061

Bratfisch, Oswald

A Further Study on Subjective and Objective Intelligence Factors.

Stockholm Univ. (Sweden). Inst. of Applied Psychology.

Spons Agency—Swedish Council for Social Science Research, Stockholm.

Pub Date 71

Note—17p.; Reports from the Institute of Applied Psychology, University of Stockholm, No. 20

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, Correlation, *Intelligence Factors, *Intelligence Tests, *Item Analysis, *Performance Factors, *Statistical Analysis, Task Performance, Technical Reports

Identifiers—Psychophysics

Forty-three students participated in a laboratory experiment involving estimation of qualitative similarity between items sampled from ten con-

ventional tests of intellectual performance. Estimated similarity could tentatively be described as a function of positive inter-test correlations as determined from another group of 123 individuals with the same level of education. The similarity matrix was treated as in multidimensional psychophysics—test items being regarded as stimuli. Five "subjective" factors were found, corresponding to the "objective" performance factors extracted from analyses of the correlational data. The results confirm the findings of a previous study by Bratfisch and Ekman. (Author)

ED 080 557

TM 003 062

Bratfisch, Oswald

Perceptual Correlates of Mental Performance: Perceived Difficulty and Experienced Intellectual Activity.

Stockholm Univ. (Sweden). Inst. of Applied Psychology.

Spons Agency—Swedish Council for Social Science Research, Stockholm; Tri-Centennial Fund, Stockholm (Sweden).

Pub Date 72

Note—20p.; Reports from the Institute of Applied Psychology, University of Stockholm, Supplement 3

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Measurement, *Complexity Level, Correlation, Intellectual Experience, Intelligence Tests, *Item Analysis, *Perception, *Performance Factors, Psychological Patterns, Task Performance, Technical Reports, Test Results

Identifiers—Psychophysics

Nine studies are summarized which investigated the relation between attributes of performance as perceived by the subject and corresponding objective measurements. The attributes studied were: (1) intellectual activity perceived to be involved when dealing with a task (Studies 1 and 2), and (2) perceived difficulty (Studies 4 to 9). Study 3 combined both features. In Study 1, subjects with 9 years of schooling were asked to estimate the degree of qualitative similarity between sample items of 10 tests. Study 2 was basically a replication of Study 1 with high school students in another country. Study 3 investigated the extent to which the perceived difficulty of intelligence tests would covary with the estimates of qualitative similarity. Results on perceived difficulty were summarized in Study 4. In Study 5, involving a simple motor skill task called "wire labyrinth," perceived difficulty was found to be linearly related to performance, with time the only possible objective measurement. Study 6 involved the perceived difficulty of an immediate memory task in which successive messages of 4 to 10 digits were presented acoustically at two digits per second. Ss were to recall them immediately in their original order. Study 7 dealt with the perceived difficulty of a search activity in a visual attention task involving 7 complex stimulus matrices consisting of pairs of consonants. Studies 8 and 9 investigated the perceived difficulty of individual items in 4 tests of intellectual performance. (For related documents, see TM 003 055-061.) (KM)

ED 080 558

TM 003 063

Papers Presented at the Graduate Record Examinations Board Research Seminar at the 12th Annual Meeting of the Council of Graduate Schools.

Educational Testing Service, Princeton, N.J.

Pub Date May 73

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, Aptitude Tests, Conference Reports, *Graduate Study, Minority Groups, *Research Projects, *Seminars, *Standardized Tests, Test Bias, Test Construction, *Testing, Test Interpretation

Identifiers—*Graduate Record Examinations

The three papers provided here were presented at the GRE Board Research Seminar: (1) "Background, Purpose, and Scope of the GRE Board Research Program" by Bryce Crawford, Jr.; (2) "Predicting Success in Graduate Education" by Warren W. Willingham; and (3) "Research on Testing and the Minority Student" by Ronald L. Flaugher. (For related documents, see TM 003 064-065, TM 002 964.) (KM)

ED 080 559

TM 003 064

Crawford, Bryce, Jr.

Background, Purpose, and Scope of the GRE Board Research Program.

Educational Testing Service, Princeton, N.J.

Pub Date 29 Nov 72

Note—7p.; Paper presented at the GRE Board Research Seminar of the Council of Graduate Schools Annual Meeting (12th, New Orleans, Louisiana, November 29, 1972)

Available from—Not Available separately; see TM 003 063

Document Not Available from EDRS.

Descriptors—Achievement Tests, Aptitude Tests, *Performance Factors, Research Projects, Seminars, Speeches, Standardized Tests, *Statistical Analysis, Student Characteristics, *Test Bias, *Testing

Identifiers—*Graduate Record Examinations

The GRE Board established the Research Program to investigate ways to improve the GRE and its overall operation. Approximately 30 projects have been undertaken and funded by the GRE Board; perhaps a third of these have been completed. These projects can be divided into three groups: (1) those dealing with product or process or marketing improvements—involving technical matters, such as option weighting, and direct utilization of the GRE; (2) those dealing with the social problems of GRE testing—cultural, racial, and sexual bias; and (3) those dealing with basic or long-range research—such as the applicability of unusual types of statistical approaches and individual graduate student characteristics that affect success and test performance. (For related documents, see TM 003 063, TM 003 065, and TM 002 964.) (KM)

ED 080 560

TM 003 065

Flaugher, Ronald L.

Research on Testing and the Minority Student.

Educational Testing Service, Princeton, N.J.

Pub Date 29 Nov 72

Note—6p.; Paper presented at the GRE Board Research Seminar of the Council of Graduate Schools Annual Meeting (12th, New Orleans, Louisiana, November 29, 1972)

Available from—Not available separately; see TM 003 063

Document Not Available from EDRS.

Descriptors—Achievement Tests, Aptitude Tests, *Graduate Study, Item Analysis, *Minority Groups, Predictive Validity, Seminars, Speeches, *Standardized Tests, *Test Bias, Testing

Identifiers—*Graduate Record Examinations

There are many potential sources of test bias besides that of the particular item content within the test. The other potential sources, designated here as program and utilization must also be encompassed in any thorough and effective program to increase the accuracy of assessment for members of ethnic minorities. As usual, the research findings are emerging much more slowly than we would like, but that is the nature of careful research. Meanwhile, our failure to find bias from those sources that are most often identified, such as test content or predictive validities, must not be used to justify an abandonment of the search. The research efforts must encompass these other possible sources of inaccuracy, too; for that matter, they should be continuous, serving a monitoring function of these possibilities. But meanwhile, we can be aware of them and of the things that can be done to increase measurement accuracy using research evidence or lacking that, just good judgment and sensitivity. (For related documents, see TM 003 063-064, TM 002 964.) (Author/KM)

ED 080 561

TM 003 067

Grannis, Joseph C. And Others

Setting Structure, Involvement, and Developmental Status as Learner: Elements of the Problem of the Match.

Columbia Univ., New York, N.Y. Teachers College.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Contract—OEC-0-71-0593

Note—32p.; Papers presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavior Change, Behavior Rating Scales, *Classroom Environment, Cognitive Development, Developmental Programs, Environmental Influences, Interviews, *Participant Involvement, Primary Grades, *Program Effectiveness, *Student Development, *Student Role, Technical Reports

Identifiers—Project Follow Through

In order to study the appropriateness of different structured classroom settings for children's learning and development, the Columbia Classroom has constructed IRIS (Involvement Ratings in Settings) and PRIN (the Pupil Role Interview). IRIS, a seven dimensional scale of affectivity by non-verbal indices, has been employed in two classrooms for each of three Follow Through programs. PRIN, which codes both the developmental stage and the setting content of children's interview responses, has been used to study 480 children from these same Follow Through and from comparison programs. Results will be interpreted in a framework of questions about the match between a child's effective environment and his developmental status as a learner. (For related documents, see TM 003 068-071.) (Author)

ED 080 562 TM 003 068

Roberts, Joseph B.

The Impact of Behavioral Modification Based Programs Versus Developmental Based Programs on Pupil Role Development.

Columbia Univ., New York, N.Y. Teachers College.

Spons. Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Contract—OEC-0-71-0593

Note—8p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

Available from—Not available separately; see TM 003 067

Document Not Available from EDRS.

Descriptors—Behavior Change, *Classroom Environment, Developmental Programs, *Interviews, *Program Effectiveness, *Student Development, *Student Role, Technical Reports, Test Construction, Test Reliability, Test Validity

Identifiers—Project Follow Through

The Pupil Role Interview was developed and administered to students in Follow Through and non-Follow Through programs. Data was gathered concerning the instrument's reliability and construct validity, and comparisons were made among programs on the basis of interview responses. Findings confirmed the hypothesis of a relationship between Follow Through programs and pupil role development. Both the developmental-based programs were higher than the behavioral modification based programs. The implications of the results on developmental theory and the impact of development on programs are discussed. (For related documents, see TM 003 067, TM 003 069-071.) (KM)

ED 080 563 TM 003 069

Nordt, Martha

Pupil Role Interview Content Analysis Summary.

Columbia Univ., New York, N.Y. Teachers College.

Spons. Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Contract—OEC-0-71-0593

Note—4p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

Available from—Not available separately; see TM 003 067

Document Not Available from EDRS.

Descriptors—*Classroom Environment, Cognitive Development, *Environmental Influences, *Interviews, *Perception, Primary Grades, *Program Effectiveness, *Student Attitudes, Student Development, Technical Reports

Identifiers—Project Follow Through

CCEP's Pupil Role Interview study includes an interview content analysis. This analysis deals with questions involving the way children view their learning environment, the aspects that are most prominent in the child's eye, and the match between the child's real and ideal learning environment. The content analysis revealed that: (1) program influences the child's perception of his real and ideal learning environment; (2) developmental level influences the child's perception of his real and ideal learning environment; and (3) most children's real and learning perceptions are mismatched with their ideal learning perceptions. The study also seems to indicate that program and level influence each other and the

child's perception of the classroom. (For related documents, see TM 003 067-068, 070-071.) (KM)

ED 080 564 TM 003 070

Greene, Michael B.

On Involvement.

Columbia Univ., New York, N.Y. Teachers College.

Spons. Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Contract—OEC-0-71-0593

Note—7p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

Available from—Not available separately; see TM 003 067

Document Not Available from EDRS.

Descriptors—Behavior Patterns, *Behavior Rating Scales, *Classroom Environment, *Environmental Influences, *Participant Involvement, Primary Grades, Program Effectiveness, *Student Role, Technical Reports, Test Construction

Identifiers—Project Follow Through

Involvement Ratings In Settings (IRIS), a multi-dimensional non-verbal scale of involvement adaptable to a time-sampling method of data collection, was constructed with the aid of the videotapes of second-grade Follow Through classrooms made by CCEP. Scales were defined through observations of involved and alienated behavior, and the IRIS was refined for use on a ten-second-observe/50-second-record schedule. The instrument was validated through independent ratings of specialists. IRIS consists of seven dimensions: (1) perseveration vs. variation—repetitiveness and variation of the child's movement; (2) gestural vs. postural; (3) phenomenal proximity—intuitive judgment of the child's involvement in his interaction; (4) direction—orientation of body, especially eye contact; (5) boundaries—degree of active control a child has over what he is doing; (6) exaggerated/understated vs. appropriate; and (7) fragmented vs. integrated—dealing with the relatedness of the phases of activity within each observation segment. IRIS was tested with six second-grade Follow Through classrooms. Due to the small sampling of children, most of the variance in involvement scores was attributable to individual children rather than classroom differences. The most highly involving setting was found to be one in which a cooperative mode of activity was evidenced, either teacher-assisted or unsupervised. (For related documents, see TM 003 067-069, 071.) (KM)

ED 080 565 TM 003 071

Grannis, Joseph C. Jackson, David E.

Setting Structure and the Problem of the Match.

Columbia Univ., New York, N.Y. Teachers College.

Spons. Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Contract—OEC-0-71-0593

Note—12p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

Available from—Not available separately; see TM 003 067

Document Not Available from EDRS.

Descriptors—Behavior Patterns, *Classroom Environment, *Environmental Influences, Observation, Pacing, *Participant Involvement, Primary Grades, Program Effectiveness, Self Directed Classrooms, *Student Development, *Student Role, Technical Reports

Identifiers—Project Follow Through

Greene's finding that children's involvement was higher in the more pupil-controlled classrooms is in apparent conflict with CCEP's expectation that involvement is a measure independent of setting. A resolution is suggested in the study of a set of 20 all-day behavior stream observations of individual children in 3 Follow Through classrooms and one open classroom. In this study, children were observed to be more on-task in settings in which the distribution of controls between the teacher and the pupil was congruent or internally consistent. (The settings in Greene's study with low involvement may have been less congruently structured.) The study coded every 30-second interval of the 20 behavior stream ob-

servation records on each of 62 variables. Settings that were congruent on the four variables analyzed had the smallest percentage of off-task behavior. Comparisons between this study and Greene's are made, and three hypotheses are suggested: (1) the best predictor of academic skill and concept achievement in Follow Through classrooms should be the time children spend pursuing goals relating to partial individuation (the internalization of concepts, skills and dispositions) in congruently structured settings emphasizing these goals; (2) the degree of congruence in classroom settings will have something to do with pupil role development; and (3) because pupil role development represents an estimate of a person's individuation, pupil role development may correlate zero or negatively with certain affective estimates of self-concept. (For related documents, see TM 003 067-070.) (KM)

ED 080 566 TM 003 072

Changes in Education and Measurement Since Sputnik. Annual Western Regional Conference on Testing Problems (10th, Los Angeles, California, May 5, 1961).

Educational Testing Service, Princeton, N.J.

Pub Date 5 May 61

Note—90p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Conference Reports, *Educational Change, English Instruction, Language Instruction, Language Tests, Mathematics Instruction, *Measurement, Science Curriculum, Science Tests, *Testing Problems

The 1961 meeting of the Western Regional Conference on Testing Problems dealt with changes in education and measurement since Sputnik. The following papers were presented: (1) "Who's Testing Whom and for What?" by Daniel D. Feder; (2) "Recent Development and Problems in the Teaching of English" by Alfred H. Grommon; (3) "The New Foreign Language Teaching and the Need for Tests in All the Skills" by George Scherer; (4) "The Teaching of Modern Mathematics" by John L. Kelley; and (5) "Some New Science Curricula and their Measurement" by Frederick L. Ferris, Jr. A list of conference participants concludes the report. (KM)

ED 080 567 TM 003 081

Wilkins, William E. Gluck, Marvin D.

Teacher Expectations and Student Achievement: A Replication and Extension. Final Report.

Cornell Univ., Ithaca, N.Y.

Spons. Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No.—BR-1-B-050

Pub Date Jun 73

Grant—OEG-2-71-0050

Note—65p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Achievement Gains, Achievement Tests, Aptitude Tests, Elementary Grades, *Expectation, Literature Reviews, *Low Achievement Factors, Student Teacher Relationship, *Teacher Behavior, *Teacher Influence, Technical Reports

Critiques of the Rosenthal research on experimenter bias and teacher expectancy have demonstrated that few, if any, conclusions can be drawn from it. From other research concerning the factors in and effects of teacher expectancy, it appears that elementary school children make accurate perceptions of subtle affective and cognitive behaviors of teachers and peers. Furthermore, it seems reasonable that pupils can perceive differential expectations of the teacher and that these perceptions may be a vital link in whatever communication system may be involved in the self-fulfilling prophecy process. This study utilized all students in 24 classrooms, grades 1-6, who were administered achievement and learning potential tests at the beginning of the school year. After teachers ranked their students according to how much achievement growth they expected from them, experimental pairs were selected and members of the pairs were randomly assigned to treatment and control groups. A questionnaire to discern pupils' perceptions of teachers' differential expectations and treatment of students was also administered. Teachers were told that test scores indicated that certain students should advance much more rapidly than the teachers had anticipated. Observations were made in each

classroom. No significant effects of experimental manipulation of teacher expectations were found. It was concluded, therefore, that the Rosenthal findings are spurious. (For related document, see TM 003 083.) (KM)

ED 080 568 TM 003 083

Wilkins, William E.

Who Are These People?

Cornell Univ., Ithaca, N.Y.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-1-B-050

Pub Date Jun 73

Grant—OEG-2-71-0050

Note—1p.

Available from—Not available separately; see TM 003 081

Document Not Available from EDRS.

Descriptors—*Peer Relationship, *Questionnaires, Student Attitudes, *Student Behavior, *Student Opinion, Student Teacher Relationship, *Teacher Behavior, Teacher Influence

This questionnaire, used to obtain pupils' perceptions concerning their peers and their teacher's expectations and treatment of pupils, consists of 23 items to be answered with pupils' names. (For related document, see TM 003 081.) (KM)

ED 080 569 TM 003 084

Miller, Ray L.

State-County Testing Program 1970-71. Tenth Report.

West Virginia State Dept. of Education, Charleston.

Pub Date May 72

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, Aptitude Tests, Career Choice, *Norms, Standardized Tests, *State Programs, *Statistical Data, Student Attitudes, *Test Results

Identifiers—*West Virginia

The 1970-71 standardized test data for grades three, six, nine and eleven in West Virginia are summarized. The report is presented in four major sections, one each for the grades tested, with analytical information using State, county and school norm groups. Each group division has illustrated an analysis of the following data: (1) a statewide "group summary norms—abilities, achievement, and skills"; (2) a "school interest ratings"—an analysis of student ratings of eight curriculum areas; (3) "career plans"—expressed as first and second choices; (4) a "school plan"—analysis of the pattern of long-term educational plans of all students tested; and (5) a comparison between West Virginia and national percentile means. (Author/KM)

ED 080 570 TM 003 086

Pilot Program on Common Status Measures Objective-Referenced Tests. Colorado Evaluation Project, Report No. 1.

Colorado State Dept. of Education, Denver.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 27 Sep 70

Contract—OEC-0-70-3731(284)

Note—40p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, *Achievement Tests, *Comparative Analysis, Educational Needs, Educational Objectives, Evaluation Techniques, Item Analysis, *Performance Factors, Public Schools, School Districts, *State Programs, *Test Results

Identifiers—*Colorado

The purpose of the Colorado Evaluation Project was to field test the Common Status Measures at grades four and eleven in conjunction with a statewide assessment program based on objective-referenced testing instruments developed by the Colorado Department of Education for grades kindergarten, three, six, nine, and twelve. The evaluation was designed to determine educational needs and educational program performance in Colorado. Multiple-matrix sampling techniques were used. Results of several types of analyses are presented: (1) for each item and item pool, performance statistics for the total pupil sample and by sub-categories, including school program participation, urbanism, sex, ethnic background, second language spoken at home, and socioeconomic status; (2) a profile of

those students in the lower 20% on each subject tested for a given grade level; (3) performance statistics for each item and item pool for each school and district; (4) comparisons between national data for the Common Status Measures; (5) item quality, objective appropriateness and student performance for each objective-referenced item pool; (6) item intercorrelations for each subject at each grade level; (7) subject-by-subject correlations within each grade level and Common Status Measures by subject correlations for adjacent grade levels; and (8) production of two tapes, one concerning occupational cognizance at grade 11 and one concerning language arts in grade 3. (For related documents, see TM 003 087, 088.) (Author/KM)

ED 080 571 TM 003 087

Pupil Characteristic Items. Appendix A.

Colorado State Dept. of Education, Denver.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 27 Sep 70

Contract—OEC-0-70-3731(284)

Note—2p.

Available from—Not available separately; see TM 003 086

Document Not Available from EDRS.

Descriptors—Elementary Grades, English (Second Language), Ethnic Groups, *Individual Characteristics, Occupational Information, Parental Background, *Questionnaires, *Student Characteristics

This four-item questionnaire is designed to be filled out by a proctor for individual pupils. The questions ask the pupil's sex, whether he/she is a member of any of four racial or ethnic groups, whether a language other than English is spoken in the home, and the occupation of the person who supports the family. (For related documents, see TM 003 086, 088.) (KM)

ED 080 572 TM 003 088

Content Areas Sampled by Objectives-Referenced Items. Appendix B.

Colorado State Dept. of Education, Denver.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 27 Sep 70

Contract—OEC-0-70-3731(284)

Note—2p.

Available from—Not available separately; see TM 003 086

Document Not Available from EDRS.

Descriptors—*Cocurricular Activities, *Curriculum, *Educational Objectives, Item Analysis, Item Sampling, Sampling, *Student Behavior, Student Characteristics

This overview of variables lists 17 basic educational outcomes, 13 curricular programs, 7 cocurricular programs, 3 aspects of student behavior sampled by the objectives-referenced test items in the Colorado evaluation project. (For related documents, see TM 003 086, 087.) (KM)

ED 080 573 TM 003 089

Abravanel, Eugene

The Development of Spatial Awareness and Representation in Children. Final Report.

George Washington Univ., Washington, D.C. Dept. of Psychology.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Bureau No—BR-0-0405

Pub Date Feb 73

Grant—OEG-3-70-0042

Note—61p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cognitive Development, Concept Formation, Elementary Grades, *Geometric Concepts, Kindergarten, *Perceptual Development, Space Orientation, *Spatial Relationship, Task Performance, Technical Reports, *Topology

The growth of spatial awareness and representation was studied in children between ages five and nine. A group of thirteen tasks was administered to subjects three times with periods of approximately six months among sessions. The tasks were selected to measure understanding of projective spatial properties (straight line trajectories, perspective, and the coordination of perspectives), Euclidean properties (length, angle and area), topological properties (proximity, enclosure, order, etc.), and the coordinates of

space. In general, projective spatial awareness developed from an ability to produce simple straight line trajectories, to a recognition of perspective properties in pictures and scenes, to an understanding of how to construct projective lines and to coordinate perspectives. Only by 4th grade were more than a few subjects capable of coordinating perspectives. Comprehension of the vertical coordinate of space, as well as ability to organize straight lines along the vertical axis, appeared at a younger age than a comparable understanding of the horizontal axis. Oblique projections of various kinds were consistently the most difficult, and lagged behind acquisitions for the vertical and horizontal coordinates of space. Awareness of topological properties was found among the youngest children, but here too a progression from simpler to more complex achievements was found with age. (Author/KM)

ED 080 574 TM 003 090

Haak, Ruth Adloff And Others

Student Evaluation of Teacher Instrument. II. Manual.

Texas Univ., Austin. Research and Development Center for Teacher Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.

Bureau No—BR-5-0249

Pub Date 72

Contract—OEC-6-10-108

Note—113p.

Available from—The Dissemination Department, The Research and Development Center for Teacher Education, The University of Texas, Austin, Texas 78712

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Computer Programs, *Elementary Grades, Factor Analysis, *Manuals, Scoring, *Student Opinion, *Teacher Evaluation, *Teacher Rating, Test Construction, Testing, Test Reliability

The Student Evaluation of Teacher II (SET II), the new instrument presented in this manual, is designed for use in securing student evaluations of teachers below the fourth grade or, with disadvantaged students, through the sixth grade. The manual describes the history, nature, and difficulties of the student evaluation of teachers movement and provides all necessary instructions for processing SET II data in any school setting, including those without access to a computer and/or personnel with professional expertise in statistics. The manual consists of the following parts: (1) the rating of teachers by students below high school level—reasonableness, methodology, and results; (2) development of the SET II; (3) the SET II—reliability study, factor analyses, categorical structure (3 factors—stimulating, interactive style, unreasonable negativity, and fosterance of self-esteem), and final form of the instrument; and (4) using the SET II—feedback and research. The SET 2 Computer Program Manual is attached. (Author/KM)

ED 080 575 TM 003 091

Blumenfeld, Phyllis

The Development of Materialistic Values During Middle Childhood.

Spons Agency—California Univ., Los Angeles. Early Childhood Research Center.

Pub Date 72

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Beliefs, Child Development, Data Analysis, Doctoral Theses, *Elementary School Students, Interviews, Moral Development, *Research Proposals, *Social Development, *Social Values, Test Construction

Identifiers—*Materialism

A dissertation proposal is made to study the development of materialistic values during the years of middle childhood and to determine whether the pattern of development is different for children of various ages, sexes and socioeconomic backgrounds. The development of materialistic values will be studied in regard to the beliefs of children during the elementary school years about the instrumental value of materials goods for attaining certain goals for ends. The major portion of the study will be concerned with developing an interview instrument which will consist of a set of standard questions combining multiple choice, paired comparison, and questions and stories involving objectively scorable open-ended responses. The instrument

will be administered individually to 120 boys and girls aged five, eight and eleven years. The children will be selected at random, half from a lower class and half from a middle class elementary school. Reliability will be determined using a split-half technique. An analysis of variance will be computed for each of the scales. (Author/KM)

ED 080 576 TM 003 092

Haupt, Milton L. Kress, Gerard
Accuracy of Measurement of Clinical Performance in Dentistry.

Spons Agency—Public Health Service (DHEW), Washington, D.C. Div. of Dental Health and Public Resources.

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—College Students, College Teachers, Dentistry, Higher Education, *Performance Tests, *Rating Scales, *Student Evaluation, Test Reliability, Test Validity

This study was concerned with reliability and accuracy of measurement of clinical performance in operative dentistry. The influences on reliability and accuracy of the nature of the rating scale (that is, the number and the specificity of scale points), the extent of clinical experience of the rater, and the training of raters were investigated. Subjects included 30 instructors, 36 junior dental students, and 16 dental assistants from the University of Pittsburgh. In addition, five expert raters were used. The subject groups (instructors, students, assistants) were subdivided into three groups so that three different rating scales could be used. The scales were: a 2-point scale with two specified points, a 5-point scale with end points specified, and a 5-point scale with all points defined. At each of three sessions, subjects evaluated eight criteria of operative dentistry performance in five specimens, each containing one extracted mandibular second bicuspid. All scores were analyzed for between-judge and within-judge reliability, and for accuracy, that is, agreement with an expert score. Individual criterion scores as well as total test scores were used for the analysis. At one dental school instructors were able to reliably evaluate overall performance in operative dentistry. However, instructors were not able to assess specific criteria of performance accurately. Junior dental students performed similar to instructors, whereas dental assistants were able to be trained to rate overall performance fairly accurately. Practice with use of scale with immediate feedback did not result in high reliability and accuracy. (Author/DB)

ED 080 577 TM 003 093

Riedel, Robert G.

A Study of the Relationship between Complex Problem Solving and a Measure of Scholastic Aptitude.

Loyola Univ., Chicago, Ill. Psychometric Lab.

Spons Agency—National Science Foundation,

Washington, D.C.

Report No.—Pub-32

Pub Date 63

Note—43p.; Thesis

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Able Students, Academic Ability,

*Academic Aptitude, *Cognitive Ability, *Cognitive Processes, Low Ability Students,

*Problem Solving, Questioning Techniques,

Secondary School Students, Technical Reports.

A study was conducted to characterize the problem-solving processes of individuals with high scholastic aptitudes and individuals with low scholastic aptitudes. From a group of 532 Chicago area high school juniors, a group who scored high on the Differential Aptitude Test and a group that scored low were selected. They were given nine problems to solve; they chose questions from a list until they felt they had enough information to solve each problem. A number of scoring methods were applied to the problems to determine the differences that existed between the two groups in relation to this type of test. The score for the number of problems right for each subject was higher for the upper group than the corresponding score for the lower group. Fewer worthless questions were asked by the upper group, and the mean number of questions asked for each problem was less for the upper group. Differences between the groups were observed by plotting a point on a graph that was representative of the quality of the process an individual had used to solve the problem. (For related document, see TM 003 094.) (Author/KM)

ED 080 578

Riedel, Robert G.

Appendix: Instructions and Corresponding

Questions and Answers.

Loyola Univ., Chicago, Ill. Psychometric Lab.

Spons Agency—National Science Foundation,

Washington, D.C.

Report No.—Pub-32

Pub Date 63

Note—12p.

Available from—Not available separately; see TM 003 093

Document Not Available from EDRS.

Descriptors—Aptitude Tests, Cognitive Ability,

*Cognitive Processes, *Cognitive Tests,

*Problem Solving, Questioning Techniques,

*Tables (Data)

The nine problems used in the study of problem-solving processes are provided, along with the corresponding questions and their answers. Data on the values corresponding to each group, used in scoring, are also attached. (For related document, see TM 003 093.) (KM)

ED 080 579

TM 003 095

French, John W.

Toward the Establishment of Noncognitive Factors

Through Literature Search and Interpretation.

Educational Testing Service, Princeton, N.J.

Spons Agency—Office of Naval Research, Arlington, Va.

Report No.—PR-73-29; TR-1

Pub Date Jul 73

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Ability, *Factor Analysis, Factor

Structure, Internal Scaling, Literature Reviews,

*Personality, Personality Tests, *Personality

Theories, *Psychological Characteristics,

Psychological Tests

This report is on one aspect of a study that is trying to provide a reference basis for different researchers in their combined efforts to conceptualize and develop a theory and structure of human abilities and temperament. Specifically, the study is directed toward the identification of tests and other instruments that can serve as markers for well established factors. It is the noncognitive area of the study to which the present report is addressed. There is sufficient consensus on many of the temperament factors to make a review and interpretation of recent factor analyses leading to such factors worthwhile. Separately presented in this report are 28 factors that can be called "established," in that they have been found at least three times in reports emanating from at least two different laboratories. It suggests and describes one to five subscales that might be used as marker variables. This literature review takes the form of a discussion of the various analyses in which the factor seems to have appeared and the extent to which the listed subscales measure it. The subscales of items, which this project will ultimately recommend as factor markers, will depend on the results of our own tryouts of the item categories listed in this report coupled with the findings reported in the literature. (Author)

ED 080 580

TM 003 096

Combating Human Inadequacies and Learning

Disorders, Project C.H.I.L.D. Final Report.

Tahoma School District 409, Maple Valley,

Wash.

Spons Agency—Bureau of Elementary and

Secondary Education (DHEW/OE), Washing-

ton, D.C.; Washington Office of the State

Superintendent of Public Instruction, Olympia.

Pub Date Aug 72

Note—95p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Child

Development, *Parent Attitudes, Preschool

Education, *Program Evaluation, *Rating

Scales, Statistical Data, *Student Evaluation,

Tables (Data), *Teacher Attitudes, Workshops

Identifiers—Project CHILD

The evaluations of the Summer Program and Phase II of Project C.H.I.L.D. are provided in this final report of the project. The objectives of the project were to: (1) improve the behavior of preschool children enrolled in the project; (2) increase the ability of teachers and parents to objectively evaluate the status and growth of children; (3) develop parental attitudes that are favorably disposed towards presentations designed to help them better understand them-

selves and their children; (4) develop parental attitudes that are favorably disposed towards the project as a whole; and (5) evaluate each of these objectives, numerical and Likert-type rating scales were developed, which included measures of a Behavior Check List for Teachers and Parents, a Speaker Evaluation Form for parents, and a Final Evaluation parent form. The evaluation of each of these objectives is provided for the Summer Program in the first section of the report. In the second section of the report, the objectives of Phase II of the project are evaluated. These objectives were to: (1) increase the parents' bank of knowledge on means to assist their children to become more successful in school; (2) assist, through teacher and parent training, children in building a stronger self-image and other social-emotional skills; (3) develop a core of elementary teachers trained in methods of interaction in Early Childhood Education and increase their ability in identifying and implementing strategies to handle classroom problems. The report contains numerous tables, charts, and forms. (For related document, see TM 003 097.) (DB)

ED 080 581

TM 003 097

Project C. H. I. L. D. Behavior Check List for

Teachers and Parents Form 71-1.

Tahoma School District 409, Maple Valley,

Wash.

Spons Agency—Bureau of Elementary and

Secondary Education (DHEW/OE), Washing-

ton, D.C.; Washington Office of the State

Superintendent of Public Instruction, Olympia.

Pub Date Aug 72

Note—6p.

Available from—Not available separately; see TM 003 096

Document Not Available from EDRS.

Descriptors—*Behavior Rating Scales, *Child

Development, *Parent Attitudes, Preschool

Education, Rating Scales, *Student Evaluation,

*Teacher Attitudes

Identifiers—Project CHILD

This Behavior Check List for Teachers and

Parents, which was used in Project C.H.I.L.D.,

is comprised of 20 questions about children's

behavior. For each of the questions, two opposite

ways that a child could behave are provided. (For

related document, see TM 003 096.) (DB)

ED 080 582

TM 003 098

State Educational Assessment Programs. 1973

Revision.

Educational Testing Service, Princeton, N.J.;

Education Commission of the States, Denver,

Colo.

Pub Date 73

Note—104p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Data Analysis, Educational Quali-

ty, Educational Research, Elementary Grades,

*Evaluation Methods, Interviews, Kindergarten,

Program Descriptions, Secondary Grades,

*State Programs, *State Surveys, *Student

Evaluation, Technical Reports

Identifiers—District of Columbia, Puerto Rico,

United States, Virgin Islands

This publication has two major parts. The first is a paper by Joan Beers, Pennsylvania Department of Education, and Paul Campbell, Educational Testing Service, which describes, analyzes and interprets the most significant portions of data collected in a second survey of the status of state educational assessment programs. The second part is a report of the assessment activities of each of the 50 states, the District of Columbia, Puerto Rico, and the Virgin Islands. Each report provides a standard description of the state's activities, the name, address and telephone number of each individual interviewed, and, where appropriate, a list of publications pertaining to the state's program. A copy of the interview guide is provided in the appendix. (Author/DB)

ED 080 583

TM 003 100

Skager, Rodney Fitz-Gibbon, Carol

Mentally Gifted Disadvantaged Students: An

Investigation of Methods of Identification, In-

cluding the Use of "Culture Fair" Tests, at the

Eighth Grade Level. Final Report.

California Univ., Los Angeles.

Spons Agency—National Center for Educational

Research and Development (DHEW/OE),

Washington, D.C. Regional Research Program.

Bureau No.—BR-1-1-057

Pub Date Apr 72
Contract—OEC-9-71-0039(057)
Note—79p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Ability Identification, *Cognitive Tests, Cultural Factors, Culture Free Tests, Disadvantaged Youth, Gifted, Grade 8, Group Tests, *Performance Criteria, Questionnaires, *Screening Tests, Student Attitudes, *Student Testing, *Superior Students, Test Results
Identifiers—Advanced Progressive Matrices, California Achievement Test, California Test of Mental Maturity, Standard Progressive Matrices, WISC

The aim of this investigation was to develop a justifiable and efficient procedure for locating the top two percent of the eighth grade students in an inner-city junior high school. The WISC performance IQ was chosen as the criterion measure. Four screening measures were used to select students for the WISC: an achievement test (the California Achievement Test 1970 reading and mathematics), a conventional IQ test (the California Test of Mental Maturity short form 1963), a "culture fair" test (Raven's Standard Progressive Matrices) and teacher nominations. Students scoring in the top two percent of the sample on one or more of these measures took the Advanced Progressive Matrices and the WISC. The top nine students on the WISC performance scale were designated mentally gifted. Since four of the nine gifted students were not nominated by any teacher, the use of teacher nominations is not recommended except as a supplement to objective tests. A procedure involving the use of the SPM followed by the APM is recommended for selecting students for the WISC. This procedure would have identified eight of the nine gifted students in this study, and would have required the administration of only 14 WISCs. (Author)

ED 080 584 TM 003 101

Kinkade, George D. Richards, Roger E.

A Guide to Project Evaluation: A Report of Evaluation Seminars Sponsored by the Connecticut State Department of Education.

Capitol Region Education Council, West Hartford, Conn.

Spons Agency—Connecticut State Dept. of Education, Hartford.

Pub Date Mar 72

Note—66p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Objectives, *Evaluation Methods, Guides, *Information Dissemination, *Measurement Techniques, *Program Evaluation, Seminars
Identifiers—*Connecticut

Intended as an aid to school systems in planning and executing evaluation of educational projects and programs, this handbook presents the technical aspects of evaluation in a practical way. The chapters of the handbook are: 1. Assessment of Needs; 2. Establishment of Objectives; 3. Measurement of Objectives; 4. Dissemination of Evaluation; and 5. Critique of an Evaluation Report. A bibliography on the evaluation of educational programs is provided. In the appendix to the handbook, the Critique of Evaluation Report is given. (DB)

ED 080 585 TM 003 102

Morstein, Barry R.

The Educational Attitudes and Learning Orientations of Undergraduates: A Pilot Study of Inter-Institutional Differences.

Delaware Univ., Newark. Div. of Academic Planning and Evaluation.

Pub Date May 73

Note—14p.; Paper presented at Annual Forum of the Association for International Research (13th, May 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Attitude Tests, College Students, Comparative Analysis, *Educational Attitudes, Higher Education, *Measurement Instruments, Pilot Projects, Post Secondary Education, Speeches, *Student Attitudes, *Student School Relationship, Test Construction
Identifiers—College of Steubenville, Concordia College, Harcum Junior College, Muhlenberg College, St. Olaf College, University of California at Davis, University of Delaware, University of Hawaii

This paper highlights the expressed educational attitudes and learning orientations of students who participated in a recent eight-college pilot

study (total N x 4279). The Student Orientations Survey (S.O.S.), a ten-scale inventory developed by R.M. Gray and this writer, was used in this project in order to assess student's attitudes towards various curricular-instructional policies, student-faculty roles, participatory decision-making in academic affairs, and so on. Significantly different S.O.S. profiles were found for students at different types of institutions, as well as for students in dissimilar degree programs and a curricula at a given institution. Various implications of these data were discussed with attention given to the use of the research findings in promoting educational change on campus. (Author)

ED 080 586 TM 003 103

Eggert, Wallace V.

A Way of Looking at What I Am Doing. Developing Attitude Toward Learning.

Note—25p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Evaluation Techniques, Guides, *Interpersonal Competence, Personal Growth, *Psychological Patterns, *Self Evaluation, Student Attitudes, *Student Teacher Relationship, Teacher Attitudes, *Teacher Behavior

A program designed to improve the teacher's relationships with his students is provided. The six tasks that comprise the program are aimed at aiding the practicing teacher to look at what he is doing, through use of video tape, in his interpersonal transactions with students, as well as to provide him with alternative ways of responding. Task One, Learning to Discriminate Accurate Empathy, is described from five levels (low and high) of accurate empathy. The second task, also comprised of five low and high levels, is illustrated by examples of rejection of the student and of acceptance and caring for the student. Task Three, Learning to Discriminate Genuineness, with four low or high levels of responses by the teacher, illustrates congruence or its lack. In Task Four, Coding Your Own Video Tape, the teacher is asked to code a video tape made in his own classroom, using the four tasks and his responses. A sample of a form for calculating the response profile are provided. Task Five provides instructions to aid the teacher in interpreting his response. In Task Six, suggestions are given as to how the teacher can ascertain whether the program for the teacher has resulted in the students development of a positive attitude toward learning. A sample of a chart to be maintained by the teacher of approach and avoidance responses by the student is provided. (DB)

ED 080 587 TM 003 104

Montague, Ernest K. Taylor, Elaine N.

Preliminary Handbook on Procedures for Evaluating Mental Health Indirect Service Programs in Schools. Final Report.

Human Resources Research Organization, Alexandria, Va.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Report No—HumRRO-TR-71-18

Pub Date Aug 71

Note—129p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Community Programs, *Evaluation Methods, Guides, *Measurement Instruments, *Mental Health Programs, *Models, *Program Evaluation, Questionnaires, Technical Reports

This study was performed to develop methods and instruments for evaluating community mental health center (CMHC) programs of indirect service consultation to schools. Models for three types of consultation are presented—Staff Development-Client Centered, Staff Development-Agency-Centered, and Project Development. Each model is designed in stages, with purpose, products, approach, and suggested measures for evaluating each stage. For the two Staff Development models, the evaluation instruments presented can, in some instances, be used directly, and in other instances will require adaptation to local circumstances. The instruments consist of questionnaires to determine consultant and consultee expectations for consultation and their final evaluations of outcomes; consultant logs; films of problem children and response guides; and tape record analysis together with instructions for using and analyzing these assessment instruments. An example of Project Development Consultation and its sample associated evaluation instruments are presented in detail. (Author)

ED 080 588

Lindley, Dennis V.

Multiple Regression in a Two-Way Layout.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—ACT-TB-9

Pub Date Sep 72

Grant—OEG-0-72-0711

Note—15p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bayesian Statistics, *Mathematical Applications, *Mathematical Models, *Multiple Regression Analysis, *Predictor Variables, Statistical Studies, Technical Reports

This paper discusses Bayesian m-group regression where the groups are arranged in a two-way layout into m rows and n columns, there still being a regression of y on the x's within each group. The mathematical model is then provided as applied to the case where the rows correspond to high schools and the columns to colleges: the predictor variables might be the performances in various course area taken while at high school and the random variable the first-year performance at college. Then "cell" (i,j) of the two-way table will contain data on the performances of those subjects who passed from high school i to college j. Eighteen equations are given. (DB)

ED 080 589 TM 003 106

Jones, Paul K. Novick, Melvin R.

Implementation of a Bayesian System for Prediction in m Groups.

Report No—ACT-TB-6

Pub Date Jun 72

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Bayesian Statistics, *Grade Point Average, *Mathematical Models, *Prediction, Statistical Analysis, *Student Ability, Technical Reports

Identifiers—Career Planning Profile

A summary of the technical problems encountered in performing Bayesian m group regression is given. Grade-point averages for students entering a vocational-technical program are predicted using ability assessments from the Career Planning Profile (CPP), a development of The American College Testing Program (ACT). The theory derived by Lindley (see Lindley and Smith, in press); a method developed by Jackson Novick, and Thayer (1971); and the cross-validation performed by Novick, Jackson, Thayer, and Cole (in press) are cited; and the relation to conventional least squares is explored. (Author)

ED 080 590

Schroth, Marvin L.

The Use of IQ as a Measure of Learning Rate with Minority Children. Final Report.

Santa Clara Univ., Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Bureau No—BR-2-1021

Pub Date May 73

Contract—OEC-0-72-0032(057)

Note—12p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Research, Elementary Grades, *Intelligence Quotient, *Learning Processes, Learning Theories, *Measurement Instruments, *Mexican Americans, *Socioeconomic Status, Technical Reports

The purpose of this study was to investigate the use of IQ as a measure of learning rate with children of similar ethnic origin but different socioeconomic backgrounds. The theoretical basis for this experiment was Jensen and Rohrer's distinction between developmental rate and learning rate. Specifically, a dimension abstracted oddity task was presented to 180 Mexican-American children with different IQs from lower and middle socioeconomic backgrounds. They were matched on MA. The results support the Jensen and Rohrer hypothesis as IQ was found to determine the rate of learning the task. Also, middle-SES children learned the task faster than their low-SES peers. (Author)

ED 080 591

TM 003 108

Performance Indicators Workbook: Edition 1, for Calculating School District Performance in Elementary School Reading and Arithmetic.

New York State Education Dept., Albany. Bureau of School Programs Evaluation.

Pub Date Mar 73

Note—35p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Arithmetic, *Data Analysis, Elementary Grades, Guides, *Measurement Techniques, *Performance Criteria, *Profile Evaluation, Reading Achievement, Workbooks
Identifiers—*New York State, Performance Indicators in Education Program

The Performance Indicators in Education program is designed to develop methods of measuring the performance in reading and arithmetic achievement at the elementary school level of the schools of New York State. From data on file at the State Education Department, a set of profiles was developed for each of 628 school districts indicating how the district performed in elementary school reading and arithmetic. This workbook provides worksheets to aid the 100-plus districts that did not receive profiles in calculating their performance scores for the 1969-70 and 1970-71 school years. The worksheets, samples of which are provided in the appendixes, are: (1) four "Foundation Sheets" upon which the district's data are entered; (2) eight separate "Equation Worksheets" that provide a measure of one of the criteria—reading or arithmetic—for grade 3 or 6; and (3) blank "Profile of School District Characteristics" forms upon which derived measures may be recorded. A list of symbols is also provided. Uses and limitations of the profiles are discussed in the publication "Performance Indicators in Education, Local District Results—1972," which is available from the Bureau of School Programs Evaluation of the New York State Education Department. (DB)

ED 080 592

TM 003 109

Hambleton, Ronald K.

A Review of Testing and Decision-Making Procedures for Selected Individualized Instructional Programs.

Spons Agency—Office of Education (DHEW), Washington, D.C.
Pub Date [72]
Grant—OEG-0-72-0711
Note—45p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Bibliographic Citations, *Criterion Referenced Tests, *Individualized Programs, *Instructional Programs, Models, *Performance Tests, *Testing, Tests

Results are presented of an investigation made to (1) provide a description of the testing models that are currently being used in selected individualized instructional programs, (2) compare three programs along the component parts of the testing model, namely, selection of a program of study, criterion-referenced testing on the unit objectives, assignment of instructional modes, and final year-end assessment, and (3) briefly outline several promising lines of research in connection with the testing methods and decision procedures for individualized instructional programs. The three programs selected for study were: Individually Prescribed Instruction, Program for Learning in Accordance with Needs, and Mastery Learning. An introduction, which includes a brief history, the content areas covered, and an indication of the extent of implementation, is provided for each instructional model. In addition, a description of each instructional paradigm and details on the testing model are provided. An attempt is made to pinpoint the decision points in each model, spelling out the consequences of the various possible actions in relation to each of the "possible true states of nature." A lengthy list of references is included. (DB)

ED 080 593

TM 003 110

Doing Your Best on Aptitude Tests.

Manpower Administration (DOL), Washington, D.C.

Note—14p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.25)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Aptitude Tests, *Guides, Tests, *Test Wiseness

This booklet is a guide to taking an aptitude test. The sections of the booklet briefly discuss the following: Why Take an Aptitude Test? How Should You Study for Aptitude Tests? Your Physical Condition Is Important; How You Feel about Taking Tests Makes a Difference; The Ones Who Give the Tests Are There to Help You; Here Are Some Rules to Know—1. Work as fast as you can, 2. Whenever you think you know

the right answer, put it down, 3. Always follow directions, and 4. Don't give up. A short sample test and sample answer sheet are provided, together with the right answers. The fact that on some aptitude tests the hands as well as the head are used is pointed out. A test to learn how much the reader has learned about taking aptitude tests is provided along with the correct answers. The booklet concludes with some hints for taking tests. (DB)

ED 080 594

TM 003 111

Zirkel, Perry Alan

Spanish-Speaking Students and Standardized Tests.

New York State Education Dept., Albany, Div. of General Education.

Pub Date Nov 72

Note—14p.

Journal Cit—Urban Review; Jun 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, *Cultural Context, Intelligence Tests, Research Reviews (Publications), *Spanish Speaking, *Standardized Tests, *Test Bias

A review of the research reveals that standardized intelligence and achievement testing presents linguistic, cultural, and psychological difficulties for Spanish-speaking children in terms of such internal or intervening variables as the language of the administration of the test, the extent of the verbal factor in it, and the ethnic background of its administrator. At the core of the problem has been the IQ testing of Spanish-speaking children. There is a need of paramount importance to modify the use of present IQ instruments and to develop new specialized instruments that utilize the language and cultural background of Spanish-speaking children to facilitate the assessment of their academic abilities. As in the case of IQ testing, on the standardized achievement tests, a verbal factor appeared to militate against the optimal performance of Spanish-speaking children. Those subtests most dependent on English language skills generally resulted in poorest performance, indicating a handicap in language ability rather than in learning ability. (DB)

ED 080 595

TM 003 112

Curtis, W. Scott

Development and Application of Intelligence Tests for the Blind: A Research Utilization Conference. Final Report.

Georgia Univ., Athens, Div. for Exceptional Children.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Div. of Research and Demonstration Grants.

Pub Date Aug 72

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Blind, Conference Reports, *Intelligence Tests, Measurement Instruments, *Rehabilitation Counseling, *Research Utilization, *Test Construction, Tests, Visually Handicapped

The purpose of this project was to inquire into the current status of development, past use, availability, and future planning of intelligence tests for the visually handicapped in relation to the fields of psychological, educational, and vocational counseling. The project procedure was that of a research utilization conference involving the authors of the tests, clinical examiners who use the tests, and representatives of agencies and professional groups who require the information provided through the tests. This report summarizes the data available on the tests as compiled at the conference. Test identification information is supplied in Appendix B to the report. The tests cited are: Test Battery for Use with the Blind (Vocational Intelligence Scale for the Blind/Series, VISAB); The Tactual Reconstruction (VISAB Battery); The Vocational Intelligence Scale for the Adult Blind (VISAB); The Personal History Survey, Form W (VISAB Battery); The Diagnostic Interview (VISAB Battery); The Sentence Completion Test (VISAB Battery); The Sound Test, An Auditory Projective Technique (VISAB Battery); A Haptic Intelligence Scale for Adult Blind; Stanford-Kohs Block Design Test for the Blind; and Raven Progressive Matrices for Presentation to the Blind (Tactual Progressive Matrices). (Author/DB)

ED 080 596

TM 003 113

Ekstrom, Ruth B.

Cognitive Factors: Some Recent Literature.

Educational Testing Service, Princeton, N.J.
Spons Agency—Office of Naval Research, Arlington, Va.

Report No—PR-73-30; TR-2

Pub Date Jul 73

Note—111p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Cognitive Tests, *Factor Analysis, *Intelligence Factors, Literature Reviews, *Test Reviews, *Test Selection
Identifiers—*Kit of Reference Tests for Cognitive Factors

This report is on one aspect of a study that is trying to provide a reference basis for different researchers in their combined efforts to conceptualize and develop a theory and structure of human abilities and temperament. Specifically, the study is directed toward the identification of tests and other instruments that can serve as markers for well established factors. The present report is based on a review of analytical studies in the cognitive domain published in the decade 1963-1973. The first section of this review gives a brief description of different theories and models of cognitive factors. It is followed by a short summary of some of the major issues raised by the research on cognitive factors. Then the current status is described of each of the 24 factors in the 1963 edition of the Kit of Reference Tests for Cognitive Factors. The need to reconceptualize many of the factors in light of research findings is discussed. The final section of the report describes new factors which have appeared in the literature. Recommendations are made for the possible coverage in a revised Kit of Reference Tests such factors as chunking memory, concept formation, figural fluency, integration, memory for order, visual memory, and verbal closure. (Author)

ED 080 597

TM 003 114

Frank, Austin C. Kirk, Barbara A.

Some Structural Relationships Within the 1969 SVIB for Women (TW 398).

Pub Date 73

Note—16p.; Paper presented at annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, *Factor Analysis, *Females, Occupational Aspiration, *Occupational Tests, Speeches, Tables (Data), *Test Results, Tests, *Vocational Interests

Identifiers—Basic Interest Scales, Occupational Scales, *Strong Vocational Interest Blank for Women

Component scores for the Basic Interest Scales (BIS) and the Occupational Scales (O-S) of the revised Strong Vocational Interest Blank for Women (TW 398) were separately developed and intercorrelated along with standardized composite scores representing each of the eleven Groups of Occupational scales on the profile. The dimensionality of the BIS and O-S are similar, but their components are only partially congruent. Some profile groups provide relatively good representations of BIS and/or Occupational Scale components, but a range of high-level women's occupations seem poorly defined by the BIS and their components. (Author)

ED 080 598

TM 003 115

Maine Assessment of Educational Progress, Report 2. Results Report 1: Citizenship and Writing, 1972.

Maine State Dept. of Educational and Cultural Services, Augusta; Research Consortium for Educational Assessment.

Report No—R-2

Pub Date 72

Note—74p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Performance, Citizenship, Comparative Analysis, Data Analysis, Data Collection, Educational Research, *Educational Status Comparison, *Measurement Instruments, Secondary Grades, State Programs, *Student Evaluation, Tables (Data), Test Interpretation, *Test Results, Writing Skills

Identifiers—*Maine Assessment of Educational Progress

The purpose of the Maine Assessment of Educational Progress (MAEP) in 1972 was to complete the first phase of a 10-year comprehensive needs assessment program involving students in public and non-public schools of the state. The total program is designed to provide specific information about knowledge, skills, understandings, and attitudes in 10 subject areas. The first phase investigated the areas of Citizenship and Writing, using a state-wide probability sample of Maine's 17-year-old student population and the National Assessment of Educational Progress (NAEP) model. This report discusses sampling considerations, exercise package development, administration and scoring, data analysis plan, descriptive analyses, comparisons with National assessment, and within Maine analyses. The overall Citizenship results showed that there was a tendency for the Maine students to surpass national performance on concern for the well-being of others and respect for their rights as individuals. With respect to the Writing results, it is concluded that more emphasis on scholastic writing opportunities is needed to align Maine student performance with that of the Northeast region and the nation. (For appendices to the report, which are bound separately, see TM 003 116; for a discussion of the study methodology, see TM 003 117.) (DB)

ED 080 599 TM 003 116
Maine Assessment of Educational Progress, Report 3: Results Report 1: Appendices A - E, Citizenship and Writing, 1972.

Maine State Dept. of Educational and Cultural Services, Augusta; Research Consortium for Educational Assessment.

Report No.—R-3

Pub Date 72

Note—235p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Citizenship, *Educational Status Comparison, Secondary Grades, State Programs, *Statistical Data, *Student Evaluation, *Tables (Data), *Test Results, Writing Skills
Identifiers—*Maine Assessment of Educational Progress

The five appendices to Results Report 1, Report 2 of the Maine Assessment of Educational Progress are provided. These appendices are: A. Analysis Grouping Variables within Maine; B. Descriptive Data for the Sample by Region and Size of Community; C. Exercise Tests and Results Codes; D. Maine Subgroup P-Values and Standard Errors, State-to-Subgroup Differences and Standard Errors, Sample Sizes, DEFT, and T-Type Ratios for All Results. (For the report proper, see TM 003 115; for a report on the study methodology, see TM 003 117.) (DB)

ED 080 600 TM 003 117
Maine Assessment of Educational Progress, Report 5: Methodology: Citizenship and Writing, 1972.
Maine State Dept. of Educational and Cultural Services, Augusta; Research Consortium for Educational Assessment.

Report No.—R-5

Pub Date 72

Note—60p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Citizenship, Data Collection, *Educational Research, *Educational Status Comparison, *Measurement Instruments, Questionnaires, *Research Methodology, Secondary Grades, State Programs, Technical Reports, *Test Construction, Writing Skills

Identifiers—*Maine Assessment of Educational Progress

The methodology used in the Maine Assessment of Educational Progress in Citizenship and Writing is described in this report. The chapters of the report are: I. Introduction—background and purpose of the project, sampling considerations, Exercise Package development, administration and scoring, and data analysis plan; II. Sample Design—general considerations, sample frame construction, stratification of the sampling frame, sample allocation, school sample selection, pupil sample selection; III. The Exercise Package—development, citizenship exercises, writing exercises, student questionnaire, package assembly; IV. Supplementary Information—principal's questionnaire, department records, summary of data collected; and V. Administration and Scoring—time frame of Maine Assessment Project, summary of field operations, and exercise scoring. (For related documents, see TM 003 115, 116.) (DB)

ED 080 601

Darlington, Richard B.

Is Culture-Fairness Objective or Subjective?

Pub Date 73

Note—8p.; Paper presented at symposium of annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*College Entrance Examinations, *Culture Free Tests, *Definitions, *Evaluation Criteria, Speeches, Tests, *Test Validity

The search for a satisfactory objective definition of a culture-fair test is doomed to failure, except in the special case in which different cultural groups have the same mean scores on the criterion variable to be predicted by the test. In the general case, it can be shown that no test (except one with the rare quality of perfect validity) can meet all the criteria reasonably expected of a "culture fair" test. The search for an objective definition of culture fairness must therefore be replaced by a subjective judgment of the degree of validity a tester is willing to sacrifice in order to select more or fewer members of certain cultural groups. (Author)

ED 080 602

Addition and Subtraction: Mathematics Evaluation Materials Package Project.

Ontario Inst. for Studies in Education, Toronto.

Pub Date 73

Note—79p.; Curriculum Series 16

Available from—The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada (no price quoted)

Document Not Available from EDRS.

Descriptors—Addition, *Educational Objectives, Elementary Grades, *Evaluation Methods, Individualized Instruction, *Mathematics Materials, *Performance Tests, *Problem Sets, Student Evaluation, Subtraction, Teaching Guides, Tests

Identifiers—*Mathematics Evaluation Materials Package

The Mathematics Evaluation Materials Package (MEMP) is a set of objectives and companion test items for mathematics education in Grades 4 to 6. MEMP was developed for classroom use and emphasizes increased teacher and principal decision-making and flexible curricular guidelines. The most significant feature in MEMP, which distinguishes it from other evaluation devices and strategies, is the variation in the patterns of objectives that it accommodates. Educational objectives that are stated in terms of student performance, and that are coupled with companion test items, provide the basic elements for measuring student achievement in a manner that is different from standardized testing and, in most cases, different from usual programs of pupil testing. MEMP can be used for designing tests covering short units of work or for constructing longer tests. It can be especially useful during changes in curricula because the various curriculum options that are open to teachers may be compared, as they are tried, in their effects on student performance. The instructional objectives with companion items, answers, and inventories that are models of the types of papers that can be prepared by teachers for evaluation purposes are provided. (Author/DB)

ED 080 603

Trull, J. Raymond

A Brief Background of the Establishment of the "Educational Objectives for 1975."

South Carolina State Dept. of Education, Columbia.

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Basic Skills, Dropouts, *Educational Needs, *Educational Objectives, *Evaluation Methods, Failure Factors, Grade 1, Handicapped, Kindergarten, *Program Evaluation, *State Programs, Technical Reports, Vocational Education

Identifiers—Needs Assessment, *South Carolina

Following a brief discussion of the development of the "South Carolina Educational Objectives for 1975," needs assessment data are provided. These data provide the criteria, status measure, and discrepancy related to School Dropouts, Instruction in Basic Skills, Program for the Handicapped, State-Wide Kindergarten, First Grade Failures, and Occupational Training. (DB)

TM 003 120

ED 080 604

Berty, Ernest

Evaluation Report of the Teacher Education Centers in West Virginia, February, 1973.

West Virginia State Dept. of Education, Charleston.

Pub Date Feb 73

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Collection, *Evaluation Methods, Higher Education, *Inservice Teacher Education, *Measurement Instruments, *Program Evaluation, Tables (Data), Teacher Centers, *Teacher Education
Identifiers—Likert Scale, *West Virginia

Results of an evaluation of three teacher-education centers in West Virginia are provided. The centers' programs emphasize the joint participation of various institutions and agencies in the training of teachers. The evaluation concentrated on the programs' chief objectives, which were: (1) identification and recruitment of qualified public school teachers to serve in various roles as school-based teacher educators; (2) selection of appropriate clinical experiences to provide the student with background information and skill to develop competence as a teacher; (3) provision of inservice education for all personnel involved in the teacher-education process; (4) identification and creation of new and expanded range of sites of clinical experience, in particular those other than public schools; (5) fostering experimentation and change in teacher education programs; (6) to harmonize diverse interests and open channels of communication; and (7) to organize so that a reasonable balance is maintained within the domains of each of the agencies in relation to policy making. A Likert-type scale and a checklist comprised the evaluation instrument, which was administered to 173 student teachers, cooperating teachers, principals, county supervisors, college/university coordinators, and center coordinators. The study data are presented in relation to the seven objectives. In general, the results showed that the teacher education centers are effective in providing inservice education, influencing program development, maintaining a flexible clinical experience program, encouraging innovation, and creating mutual respect. (DB)

ED 080 605

Wainwright, Bruce And Others

How Good Are Utah Public Schools?

Utah State Board of Education, Salt Lake City.

Pub Date Feb 71

Note—99p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Achievement Tests, Data Analysis, Elementary Grades, *Evaluation Methods, *Measurement Instruments, Secondary Grades, Self Evaluation, *State Programs, Student Behavior, *Student Evaluation, *Student Testing, Tables (Data), Test Results, Tests
Identifiers—Student Information System, *Utah

A statewide evaluation effort was conducted in Utah in the Spring 1970 to determine how well students in the public schools were attaining specified goals and objectives. A sample of students at all grade levels throughout the state were involved in the study. Data were gathered from test scores, school records, self-ratings, and ratings by teachers. The focus of the study was on student behavior rather than on school programs. Nineteen scales from the Student Information System were used in the study. These scales assessed: Cognitive Skills, Learning Habits, Psychomotor Creativity, Personal Adjustment, Social Adjustment, Maturity, Flexibility, Reality, Athletic Ability, Positive Learning Attitude, Positive School Attitude, Positive Community Attitude, Positive Attitude Toward Others, Positive Attitude Toward Self as a Learner, Positive Self-Attitude, Self-Confidence, Healthy Aspirations, Optimistic Attitude, and Leadership. The data collected are provided in 27 tables. Appendix A to the report is a Summary of SIS Data Obtained for This Report, and Appendix B is a Position Paper on Evaluation. (DB)

ED 080 606

Bertram, Charles L. And Others

The Application of a Model for the Evaluation of Educational Products.

Appalachia Educational Lab., Charleston, W. Va.

Pub Date 27 Feb 73

TM 003 123

TM 003 124

TM 003 125

Note—109p.; Papers presented at symposium of annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Career Education, *Decision Making, *Educational Programs, *Evaluation Methods, Intervention, *Models, Preschool Education, Program Development, *Program Evaluation, Speeches, Symposia

Papers presented at a symposium on "The Application of a Model for the Evaluation of Educational Products" are provided. The papers are: "A Model for the Evaluation of Educational Products" by Charles L. Bertram; "The Application of an Evaluation Model to a Preschool Intervention Program" by Brainard W. Hines; "An Evaluation Model for a Regional Educational Service Agency: Construction in a Product Development Setting" by Ernel Steep; and "The Application of the Evaluation Model to a Career Education Product" by Charles E. Kenoyer. In addition, a transcript of interaction among the symposium discussants, the panel, and the audience concerning the Model for Evaluation of Educational Products is presented. (For related documents, see TM 003 126-129.) (DB)

ED 080 607 TM 003 126

Bertram, Charles L.

A Model for the Evaluation of Educational Products.

Appalachia Educational Lab., Charleston, W. Va. Pub Date 27 Feb 73

Note—25p.; Paper presented at symposium of annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

Available from—Not available separately; see TM 003 125

Document Not Available from EDRS.

Descriptors—*Educational Programs, *Evaluation Methods, *Models, *Program Development, *Program Evaluation, Speeches, Symposia

A model for the evaluation of educational products based on experience with development of three such products is described. The purpose of the evaluation model is to indicate the flow of evaluation activity as products undergo development. Evaluation is given Stufflebeam's definition as the process of delineating, obtaining, and providing useful information for judging decision alternatives. However, the examples given here indicate that at least a revision of existing evaluation models is needed for the evaluation of R & D products as they are developed and implemented. The model for evaluation includes three stages: design and engineering, field testing, and operational testing. The first stage begins with the identification of product goals, and is followed in order by the writing of structural and process specifications, distillation of criterion variables, and the searching out of operational indicators of the variables. Both the field testing and operational testing stages include collection of baseline data, a treatment, collection of treatment data, analysis and synthesis, and feedback to appropriate recipients. The appropriate recipients during field testing are those responsible for product development, and the primary recipients of evaluation information resulting from operational testing are those responsible for product diffusion. (For related documents, see TM 003 125, 127 - 129.) (Author)

ED 080 608 TM 003 127

Hines, Brainard W.

The Application of an Evaluation Model to a Preschool Intervention Program.

Appalachia Educational Lab., Charleston, W. Va. Pub Date 27 Feb 73

Note—24p.; Paper presented at symposium of annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

Available from—Not available separately; see TM 003 125

Document Not Available from EDRS.

Descriptors—Evaluation Methods, *Formative Evaluation, Intervention, *Models, Preschool Education, *Preschool Programs, Program Development, *Program Evaluation, Speeches, *Summative Evaluation, Symposia

The evaluation of AEL's Home Oriented Preschool Education (HOPE) Program spanned a year of design and engineering and three years of field testing and program development. During

this time, both formative and summative evaluation activities took place. These evaluation events took place prior to the present model's construction, and contributed to the evaluation plan. Formative evaluation, intended primarily for the program development staff, was conducted by personnel within the program, and consisted mainly of continuously gathered data on student interest and the effectiveness of specific techniques. Summative evaluation, intended for use by individuals in management, was conducted by a separate evaluation team over three one-year intervals and covered program effectiveness measures as well as attitude surveys and cost analysis surveys. (For related documents, see TM 003 125-126, 128-129.) (Author)

ED 080 609 TM 003 128

Steep, Ernel, Jr.

An Evaluation Model for a Regional Educational Service Agency: Construction in a Product Development Setting.

Appalachia Educational Lab., Charleston, W. Va. Pub Date 27 Feb 73

Note—28p.; Paper presented at symposium of annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

Available from—Not available separately; see TM 003 125

Document Not Available from EDRS.

Descriptors—*Cooperative Planning, Decision Making, Educational Development, *Evaluation Methods, *Models, *Program Planning, *Regional Cooperation, Speeches, Symposia

A model for the evaluation of educational products is being applied in the evaluation of the Educational Cooperative Development Program of the Appalachia Educational Laboratory. The Laboratory is conducting a three-year field test of a regional organizational management structure to increase the problem solving capabilities of school superintendents. The evaluative effort is to ascertain the fit of the field entity with the Educational Cooperative Development Program's design and effectiveness in institutional objectives. The general evaluation design for the Cooperative includes conceptualization, model validation, and model utilization corresponding to the stages of development in the model for the evaluation of educational products. (For related documents, see TM 003 125-127, 129.) (Author)

ED 080 610 TM 003 129

Kenoyer, Charles E.

The Application of the Evaluation Model to a Career Education Product.

Appalachia Educational Lab., Charleston, W. Va. Pub Date 27 Feb 73

Note—12p.; Paper presented at symposium of annual meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

Available from—Not available separately; see TM 003 125

Document Not Available from EDRS.

Descriptors—*Career Education, Elementary Grades, *Evaluation Methods, *Information Systems, Intermediate Grades, *Models, *Program Development, Secondary Grades, Speeches, Symposia

Career decision-making, a recently initiated program now in its design and engineering state, is described. Early interaction between the product development process and the evaluation process has served several purposes. Evaluation specialists have contributed information to be used in program development as well as tentative plans for summative evaluation. Program activities are influenced not only by ongoing evaluation by anticipated evaluative procedures. This process leads to convergence toward a product that not only does what was intended but can be shown to do what was intended. The activities overlap in time to a considerable degree. Before all overall goals of the program could be identified, some were identified as essential and development of units to meet these goals was begun. Some work was being done on behavioral objectives before program goals were entirely established. (For related documents, see TM 003 125-128.) (Author)

ED 080 611 TM 003 130

Goldstein, Leo S.

An Exploration of Behavioral Objectives for Police Promotional Examinations in New Jersey. Final Report.

Educational Testing Service, Princeton, N.J. Spons Agency—New Jersey State Dept. of Civil Service, Trenton.; New Jersey State Law Enforcement Planning Agency, Trenton.

Report No.—ETS-PR-73-27

Pub Date Jul 73

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Analysis of Variance, *Behavioral Objectives, Data Collection, Evaluation Techniques, Personnel Evaluation, *Police, *Role Perception, Tables (Data), *Task Analysis

Identifiers—*New Jersey

An exploratory investigation of police promotional examinations was made in an attempt to improve the testing procedures that were in use. A primary goal of the study was to identify a pool of performances (tasks, behaviors) of police sergeants, lieutenants, and captains that might serve as referents for job-related test items for promotional examinations for those ranks. A separate booklet of behaviorally stated objectives was prepared for each rank. A six-point frequency scale and a five-point importance scale were provided. A sample of 10 communities was selected for study, with full-time police officers from more than 100 to less than 50. Each behavioral objective was evaluated by men presently serving in the rank and also by men below the rank and above it. Completed forms were received from 8 of the 10 police departments. A two-way analysis of variance with unequal cell frequencies was used to analyze the frequency and importance ratings of each item for each form. The results are tabulated and discussed. (DB)

ED 080 612 TM 003 131

Crawford, Jack J.

The Development of Revised Field Reader Evaluation Forms for Educational Research and Development Proposals. Final Report.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Regional Research Program.

Report No.—AIR-33300-6-73-FR

Pub Date Jun 73

Contract—OEC-9-72-0035

Note—78p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Data Sheets, *Evaluation Methods, *Formative Evaluation, *Research Proposals

Identifiers—*Field Reader Evaluation Form, Regional Research Program

The need for a revision of the Field Reader Evaluation Form used throughout the Regional Research Program, as well as by other programs in the Office of Education, is documented. An empirical development of a revised form was completed through two formative evaluation cycles. The revision was then subjected to a field test. Utilizing the revised form, field readers evaluated proposals which had previously been submitted to the Regional Research Program. As a control measure, previous evaluations were available. Comparisons with the existing form indicated that the revision provided greater objectivity and more comprehensive and specific coverage of proposal components. The mean number of comments and ratings per proposal obtained from four reviewers was 195 using the revision as compared to 48 via the old form. The revision provided equal inter-rater reliability. Decisions tended to be more critical, and favorable recommendations were more likely to impose conditions upon the proposed project. The revision provided more adequate bases for ranking proposals, including several alternative scales for ranking. A panel review judged the input from the revision to be a more useful evaluation for both decision makers and applicants. (Author/DB)

ED 080 613 TM 003 132

Rucker, Chauncy N. And Others

Achievement and Related School Factors in the Largest Cities of Connecticut.

Connecticut State Dept. of Education, Hartford. Office of Program Development.; Connecticut Univ., Storrs. Educational Resources and Development Center.

Pub Date Apr 70

Note—57p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Comparative Analysis, Data Analysis, Disadvantaged Youth, Evaluation Methods,

*Grade 4, *Reading Achievement, Reading Tests, Statistical Analysis, *Student Evaluation, Tables (Data), Test Results, Tests, *Urban Schools

Identifiers—*Connecticut

The purpose of this investigation was to study four questions concerning reading achievement and related variables in the largest cities of Connecticut. The four questions were: (1) Has there been a change in average fourth-grade achievement in Title I schools since 1965-1966? (2) Has the difference between the mean reading achievement of fourth-grade children in Title I schools and the mean reading achievement of fourth-grade children in non-Title I schools changed since 1965-1966? (3) Have the distributions of fourth-grade achievement in Title I schools been similar at the lower, middle, and upper quartiles for 1965-1966 and 1968-1969 school years?; and (4) What is the relationship between the 1965-1966 to 1968-1969 difference in achievement in Title I schools and the 1965-1966 to 1968-1969 differences in selected school related variables? The fourth-grade subjects in the study included 4,508 from 65 title schools during 1966, 5,067 from 86 non-title schools during 1966, 4,723 from 66 title schools in 1969, and 5,343 from 88 non-title schools in 1969. The results of reading subtests of The Iowa Test of Basic Skills, the Metropolitan Achievement Test, and the Stanford Achievement Test were compared. From the evaluation results, it was concluded that: (1) reading achievement in schools with large numbers of children from low-income families was approximately one year behind grade level; (2) reading achievement in large city schools is lower today than in 1965-66; (3) the factor related to achievement in schools with high concentrations of children from low income families is attendance; and (4) achievement decreased to the same amount in Title I and non-Title I schools. (DB)

ED 080 614 TM 003 133

Pedriani, D. T. Pedriani, Bonnie C.

An Evaluation of a Detail-Profile for the Vineland Social Maturity Scale.

Pub Date [73]

Note—24p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Rating Scales, Clinical Diagnosis, Evaluation, Interviews, *Mentally Handicapped, *Preschool Children, Profile Evaluation, *Scoring, *Social Maturity, Test Reviews

Identifiers—*Vineland Social Maturity Scale

The Vineland Social Maturity Scale (VSMS) is a good measure of adaptive behavior for the preschool child or the retardate of pre-school ability. It is an excellent clinical technique. It is more than a questionnaire and more than a rating scale. We recommend it as an interview and behavior-observation scale. We recommend it for treatment (developmental, corrective, remedial, training, and educational) purposes. The VSMS has a long history and appears to have inspired many other scales. Considered in this paper are strengths and weaknesses of the VSMS and a detail profile to help in interpretation and treatment. (Author/DB)

ED 080 615 TM 003 134

Swick, Kevin Ross, Colvin

The Swick-Ross Child Perception Inventory (CPI), Form A, B, and C [and] Inventory Manual, for Forms A, B, and C.

Pub Date 73

Note—18p.

Available from—Dr. Kevin Swick, Southern Illinois Univ., Carbondale, Ill., Dr. Colvin Ross, University of Connecticut, Storrs, Conn.

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Answer Keys, Intermediate Grades, *Learning Processes, *Manuals, Measurement Instruments, *Perception Tests, Preschool Education, Primary Grades, *Teacher Attitudes, Tests

Identifiers—CPI, *Swick Ross Child Perception Inventory

The Swick-Ross Child Perception Inventory is an assessment instrument for examining the perspectives of teacher education students, inservice teachers, parents, school administrators, and other related personnel with regard to various affective factors that have been associated with successful teaching/learning situations. Forms A,

B, and C are the test manual, which contains information on the purposes of the inventory, how it can be used, how it was developed, plans for continued revision of the inventory, and other pertinent information: Form A deals with the preschool child; Form B deals with the primary grade child; and Form C deals with the intermediate grade child. The inventory has four response categories: naturalistic-open, naturalistic-modified, structured-modified, and structured-closed. Answer keys are provided. (DB)

ED 080 616 TM 003 135

Report of an Evaluation of the Vocational-Technical Program in South Dakota.

South Dakota State Advisory Council on Vocational and Technical Education, Pierre.

Pub Date Aug 70

Note—118p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Comparative Analysis, Data Analysis, Data Collection, *Educational Objectives, *Evaluation Techniques, Post Secondary Education, *Program Evaluation, Secondary Grades, Tables (Data), *Technical Education, *Vocational Education

Identifiers—*South Dakota

The results of an evaluation study made to determine how well South Dakota has met vocational-technical education objectives and goals are provided. The three sections of the report are as follows: Section I: Presentation, Analysis, Interpretation of Data and Evaluation of Outcome Objectives (15 tables and 4 charts); Section II: Part A. Visitations, Observations and Findings Relative to the Five Area Vocational Schools and the Secondary School Programs Attached; Part B. Observations and Findings on State-Level Administration and Supervision; and Section III: Summary of Pertinent Data, Inferences and Recommendations. The appendices to the report are: A. An Outline of a Self-Evaluative Criteria for Vocational-Technical Education in South Dakota; and B. Camps Outline '70 Part A (The South Dakota Comprehensive Manpower Plan for FY 1970). (DB)

ED 080 617 TM 003 136

The Way to Relevance and Accountability in Education.

California State Legislature, Sacramento. Joint Committee on Educational Goals and Evaluation.

Pub Date Apr 70

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Data Collection, *Educational Objectives, *Educational Research, *Evaluation Methods, State Legislation, *State Programs, Technical Reports

Identifiers—*California

This report of the Joint Committee on Educational Goals and Evaluation to the California Legislature discusses the need for educational goals and evaluation, the committee investigation, and the collection of information. As a result of the investigation, it was concluded that: (1) it is essential that the goal-setting process include the extensive involvement of the public with students and educators at the level of the local educational agency; (2) the support of the public for such goals is essential; (3) the value of setting goals is as much in the process of participation as in the final outcome; (4) as learning is recognized as being dynamic and individualistic, any objectives of education that are established should not become too specific or too restrictive as to stultify the learning process; (5) the flexibility and freedom granted to school districts by the enactment of the George Miller, Jr., Education Act of 1968 should not be impaired by the adoption of statewide goals of education; (6) to ensure that the goals and objectives of public education continue to be appropriate and relevant, a recycling process should be designed; (8) an assessment of needs, relevant to the present and long-range future of public education, should be accomplished during the goal-setting process; (9) the involvement of the legislature in the establishment of educational goals and objectives for California public schools would provide a necessary linkage between the public and those responsible for educational policy; and (10) an assessment and evaluation program should be comprehensive and explicit. (DB)

ED 080 618

TM 003 138

Report of the State Educational Needs Assessment Project of Arizona, Volume 1.

Arizona State Univ., Tempe. Bureau of Educational Research and Services.

Pub Date Aug 70

Note—97p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Analysis, Data Collection, *Educational Needs, Educational Research, Elementary Grades, *Evaluation Techniques, Intermediate Grades, *Models, Pilot Projects, *School Surveys, Secondary Grades, *State Programs, Surveys, Technical Reports

Identifiers—*Arizona, Project SENAP

The State Educational Needs Assessment Project (SENAP) conducted in Arizona had the following purposes: (1) to investigate and identify critical educational needs in Arizona in both cognitive and affective domains and in the psychomotor areas; (2) to develop or modify a model for needs assessment which would encompass selection and codification of existing data, development of dialogue, including varied populations of Arizona, and assembly of information reflecting State Department of Public Instruction educational activities relative to the state's educational needs; and (3) to provide for evaluation of the model. This volume is comprised of six sections that contain the major elements of the report as well as a summary, conclusions, and recommendations. The six sections are as follows: I. Background for the Project, II. Methods and Procedures in SENAP, III. The Model, IV. Activities Resulting from Use of the Preliminary Model, V. The Findings, and VI. Summary, Conclusions and Recommendations. (For related document, see TM 003 139.) (DB)

ED 080 619 TM 003 139

Report of the State Educational Needs Assessment Project of Arizona, Volume 2.

Arizona State Univ., Tempe. Bureau of Educational Research and Services.

Pub Date Aug 70

Note—155p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Data Analysis, Data Collection, *Educational Needs, Educational Research, Elementary Grades, *Evaluation Techniques, Intermediate Grades, *Models, *School Surveys, Secondary Grades, *State Programs, Surveys, Technical Reports

Identifiers—*Arizona, Project SENAP

This volume of the report on the State Educational Needs Assessment Project of Arizona consists of a series of appendices that provide supplementary information to the report proper. The appendices are as follows: A. Arizona Assessment of Needs Survey, 1969; B. Critical Educational Needs in Arizona, May 1969; C. Pre-Proposal for Assessment of Educational Needs in Arizona, D. Memorandum of Agreement; E. Selected Samples of Models; F. Preliminary Model for Stage II; G. Working Reference List; H. Agreement for Outside Audit; I. Samples of Instruments and Introductory Letters; J. List of Categories Included; and K. Critical Educational Needs, 1969. (For related document, see TM 003 138, the report proper.) (DB)

UD

ED 080 620

UD 013 673

Three Year Evaluation Report for the Jordan Educational Complex Program.

EPIC Diversified Systems Corp., Tucson, Ariz.

Spons Agency—Los Angeles Unified School District, Calif.

Pub Date 71

Note—77p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Welfare, Curriculum Development, *Early Childhood Education, Educational Finance, *Individualized Instruction, Kindergarten, *Program Evaluation, *School Community Relationship, Summer Programs, Teacher Evaluation

Identifiers—California, *Jordan Educational Complex, Los Angeles

During the summer of 1968, the Los Angeles City Unified School District completed a proposal which was funded for the establishment of the Jordan Educational Complex. The goals of this

program were to: develop programs in early childhood education; develop programs to expand the individualization of instruction; develop programs to increase the effectiveness of teachers through staff development; increase school-community participation in educational decision-making; provide racially and socially shared learning experiences; and, develop programs to facilitate transition to the world of work. These goals were operationalized through the establishment of 12 programs: Family Centers; Expanded Kindergarten; Individualized Reading Instruction; Staff Development; School-Community Advisory Committees; Advisory Boards; Summer Enrichment Exchange Program; Guidance Center; Articulation Counselor; Child Welfare and Attendance; Curriculum Development; and, Mini Grants. The report format for each of these components contains the elements: component description, objectives, and statistical results. The stated objectives are those which incorporate the more specific objectives for each year of the project. Very little data were available for 1969-70, and none for 1968-69; therefore, the statistical results for each component are reported only for the 1969-70 and the 1970-71 school years. (Author/RJ)

ED 080 621 UD 013 674
Three Year Evaluation Report for the Garfield Educational Complex Program.

EPIC Diversified Systems Corp., Tucson, Ariz.
 Spons Agency—Los Angeles Unified School District, Calif.

Pub Date 71

Note—80p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Child Welfare, Curriculum Development, *Early Childhood Education, Educational Finance, *Individualized Instruction, *Program Evaluation, *School Community Relationship, Teacher Evaluation
 Identifiers—California, *Garfield Educational Complex, Los Angeles

This three-year evaluation report relates to the Garfield Educational Complex Program, which was a proposal funded for the establishment of the Program during the summer of 1968 by the Los Angeles Unified School District. For the full abstract, see related document UD 013 673 referring to the evaluation of the Jordan Educational Complex. However, the Garfield Educational Complex Program, unlike the Jordan Educational Complex, did not have the following program-components operationalized: School-Community Advisory Committees, Advisory Boards, and Summer Enrichment Exchange Program. (Author/RJ)

ED 080 622 UD 013 676

Krigsman, Irwin Winchell, Leonard
Exemplary Magnet Program. Title III, ESEA. Final Report, 1969-72.

Tacoma School District 10, Wash.
 Spons Agency—Washington Office of the State Superintendent of Public Instruction, Olympia.

Pub Date Jun 72

Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Academic Achievement, Defacto Segregation, *Elementary Schools, Intergroup Relations, Minority Groups, *Program Evaluation, *Racial Balance, School Segregation, Student Attitudes, Teacher Attitudes

Identifiers—Elementary Secondary Education Title III, ESEA Title III, *Exemplary Magnet Program, Tacoma, Washington

Tacoma School District's Exemplary Magnet Program had three main goals as its focus: (1) to increase student achievement in three elementary schools in the District; (2) to maintain or improve the racial-cultural balance in three elementary schools in the District; and, (3) to improve intergroup attitudes and behaviors among students and teachers in three elementary schools in the District. The Program served approximately 1700 students, attending school in an ungraded organization pattern (ordinarily grades 1-6). In the "Triad" of schools served, McCarver school was de facto segregated in 1969, while Jefferson and Wainwright schools had minority populations of less than 1.5 percent. Academic achievement was measured through the yearly use of achievement tests at levels 2, 3, 5, and 6. Teacher perceptions of pupil progress were measured by an examination of marks on fall and spring reports. A criterion-referenced mathematics test was used at Jefferson in levels 4, 5, and 6. Evaluation

findings indicate that McCarver School is no longer de facto segregated. Minority populations at Jefferson and Wainwright are now approximately 15 percent. Due to the complexity of the program, it was not found possible to make conclusive general statements about achievement. (Author/RJ)

ED 080 623 UD 013 688

McKenney, Nanpeo R.

1970 Census of Population. Subject Reports: Negro Population.

Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date May 73

Note—243p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D. C. 20402 (\$2.85)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Census Figures, Data Analysis, *Economic Factors, Education, Employment, *Housing Patterns, Income, *Negroes, Rural Urban Differences, Sex Differences, *Social Characteristics, Statistical Data

Identifiers—Standard Metropolitan Statistical Area

This report presents statistics on the Negro population, cross-classified by various social and economic characteristics for the U. S., regions, selected States, standard metropolitan statistical areas, and cities. Selected housing characteristics also are given. The data are based on the 1970 Census of Population and Housing. The text of the report consists of an introduction, appendixes A through E, and the tabulated materials. The appendixes provide general information concerning presentation of the data, the various area classifications, brief explanations of subjects covered in cross-classifications, information on sources of error in the data, and summarization of the data dissemination program. Tabulated information is organized in 15 tables. Table 1 presents data for Negro population classified by sex and urban-rural residence in the nation, regions, divisions, and States. Tables 2 through 10 contain data on characteristics such as age, family relationship, marital status, school enrollment, employment, occupation, income, and housing, for the nation, regions, and selected States by urban-rural residence. In Tables 11 through 15, statistics on social, economic, and housing characteristics are given for selected standard metropolitan statistical areas and cities. (Author/RJ)

ED 080 624 UD 013 699

Bullock, Paul

Aspiration Vs. Opportunity: "Careers" in the Inner City. Policy Papers in Human Resources and Industrial Relations, Number 20.

Michigan Univ., Ann Arbor. Inst. of Labor and Industrial Relations.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date 73

Note—176p.

Available from—Publications Office, Institute of Labor and Industrial Relations, Box B-1, Ann Arbor, Mich. 48106 (\$2.95)

Document Not Available from EDRS.

Descriptors—*Disadvantaged Youth, *Equal Opportunities (Jobs), Ghettos, Labor Force, Labor Market, *Low Income Groups, *Mexican Americans, *Negroes, Occupational Aspiration, Unemployment

Identifiers—California, East Los Angeles, Watts

This book is a report of the process by which young men in low income black and Chicano ghettos enter the labor market. Of the identifiable groups whose employment experience is reported and evaluated in official censuses and surveys, none has suffered a higher and more persistent rate of unemployment than has the minority youth labor force. Clearly there is a chronic problem of unemployment and underemployment which persists despite cyclical movements, or even secular growth, in aggregate indices such as Gross National Product and total employment. Strong economic growth and full employment policies are necessary but not a sufficient condition for measurable improvement in the economic status of minority youth in central city ghettos. The research in this study encompassed close personal knowledge and contact of the group that was surveyed—young men and women living in the East Los Angeles and Watts areas.

Interviews conducted focused on two subject categories: (1) the quantity and quality of labor market information received by young people and its effect on career aspirations and job search; and (2) the economic impact of the illegal "soft" drug (marijuana and pills) industry in the community. Based on these findings, chapters in the report are devoted to an overview of youth labor market, counseling and school experience, perceptions about labor market, choosing a career, and special obstacles to youth employment. (Author/RJ)

ED 080 625 UD 013 700

Rossi, Peter H., Ed. Williams, Walter, Ed.

Evaluating Social Programs: Theory, Practice, and Politics. Quantitative Studies in Social Relations Series.

Pub Date 72

Note—341p.

Available from—Seminar Press, 111 Fifth Ave., New York, N. Y. 10003 (\$12.50)

Document Not Available from EDRS.

Descriptors—Compensatory Education, Manpower Development, Models, *Policy Formation, Political Attitudes, *Political Issues, *Program Evaluation, *Research Methodology, Social Action, *Social Services

Identifiers—Project Head Start

This book addresses itself to three questions which are crucial to effective social action and hence to the lives of those whom social programs are designed to improve: (1) why has so little high quality evaluative research been done? (2) what problems are involved in developing more evaluative research and using its results in policy making? and, (3) what should government and social scientists do to foster soundly conceived and executed evaluative research? The essays in the book are held to throw new light on each of these questions, but special attention is devoted to the first: that is, the conceptual, methodological, bureaucratic, political, and organizational factors that hinder sound evaluation. The essays deal not only with the complexities associated with each factor, but also with the many ways in which the factors become intertwined in practices. The book, however, does more than simply state problems; it could be described as a compendium of methods for assessing social programs. Among the topics dealt with are: testing for success and failure in social action; behavioral sciences impact-effectiveness model; issues in income maintenance experimentation; controlled field experiments as a model for evaluation; methodology of evaluating social action programs; evaluation in practice—compensatory education; evaluating Federal Manpower Programs; politics of evaluation—the case of Head Start; and, observations of the organization of social research. (Editors/RJ)

ED 080 626 UD 013 701

Dobzhansky, Theodosius

Genetic Diversity and Human Equality.

Pub Date 73

Note—137p.; Based on the John Dewey Society

Lecture, Number Thirteen

Available from—Basic Books, Inc., 404 Park Avenue South, New York, N. Y. 10022 (\$5.95)

Document Not Available from EDRS.

Descriptors—Biological Influences, Environmental Influences, Equal Education, Equal Opportunities (Jobs), *Genetics, *Heredity, Intelligence, *Racial Differences, *Racial Discrimination, Reproduction (Biology)

The idea of equality often, if not frequently, bogs down in confusion and apparent contradictions; equality is confused with identity, and diversity with inequality. It would seem that the easiest way to discredit the idea of equality is to show that people are innately, genetically, and, therefore, irremediably diverse and unlike. The snare is, of course, that human equality pertains to the rights and to the sacredness of life of every human, not to bodily or even mental characteristics. Thus, the defenders of equality become entangled in the same snare when they attempt to minimize or deny human genetic diversity. They overlook the fact, or fail to understand, that diversity is an observable fact of nature, while that of equality is an ethical commandment. At least in principle, equality can be withheld from, or bestowed upon, members of a society or citizens of a state regardless of how similar or diverse they are. Inequality is also not biologically

given but is rather a socially imposed prescription. Using evolutionary genetics of race, the author goes on to develop his thesis explaining where this research leaves off and where the realm of moral choice begins. (Author/RJ)

ED 080 627 UD 013 702

Dimore, Jack Prosser, W. R.

A Study of Day Care's Effect on the Labor Force Participation of Low-Income Mothers. Working Papers.

Office of Economic Opportunity, Washington, D.C. Office of Planning, Research, and Evaluation.

Pub Date Jun 73

Note—113p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Child Care, Child Rearing, *Day Care Services, Federal Aid, *Federal Programs, *Labor Force, *Low Income Groups, Welfare Services, *Working Women

The objective of this paper was to examine what effect government subsidized day care by itself might have on the labor force participation of low income group mothers. The policy issue was as follows: will the provision of adequate day care services (in terms of cost and quality) to low income group mothers substantially increase their labor force participation (by removing a significant barrier to employment), thereby reducing their potential for the receipt of income transfer programs? Responding to this issue, the paper reviews existing research on the relationship of provision of day care services to labor force participation. The paper concludes that provision of day care by itself will not lead to vast numbers of low income mothers entering the labor force; an estimated ten percentage point increase in labor force participation might occur in response to day care. The reasons for this percentage point increase being not larger are cited as: (1) many mothers prefer to care for their own children; (2) many mothers do not see the provision of subsidized day care as substantially increasing their net wage; (3) the structure of welfare laws makes employment, in some cases, economically unsound; and, (4) employment increases the already heavy burdens of the mother. (Author/RJ)

ED 080 628 UD 013 713

Cutsumbis, Michael N.

A Bibliographic Guide to Materials on Greeks in the United States, 1890-1968.

Center for Migration Studies, Inc., Staten Island, N.Y.

Pub Date 70

Note—101p.

Available from—Center for Migration Studies, 209 Flagg Place, Staten Island, N. Y. 10304 (\$4.50)

Document Not Available from EDRS.

Descriptors—*Bibliographies, Culture, Culture Conflict, Economic Factors, *Ethnic Groups, Fiction, Greek Literature, History, *Minority Groups, Periodicals, Religious Organizations, Research, Social Characteristics

Identifiers—*Greek Americans

This bibliographic guide is intended to supplement other bibliographies of the Greeks in the United States; however, it is held by the compiler to be, to his knowledge, the most complete selective bibliographic guide to works and materials dealing with Greeks in the U. S. from 1890-1960. The twelve sections comprising the citations deal with the following: books on Greeks in the U. S.; articles on Greeks in the U. S.; Greek-Americans in fiction; the Greek Orthodox Church in the U. S.; unpublished works; Almanacs, guides, and directories; Greek-American serials currently published; Greek-American serials suspended, with holdings and references provided; fraternal publications; parish and archdiocesan materials; manuscript collections; and, research in progress. A separate section provides explanations of locational symbols and abbreviations used in the citations. An appended index provides access to citations by author, parish names (with locations), and serial items, the references being to page numbers in each case. (RJ)

ED 080 629 UD 013 715

Frenk, James H.

The Influence of Non-White Pupil Classroom Composition on Classroom Quality.

Columbia Univ., New York, N.Y. Inst. of Administrative Research.

Pub Date Jun 73

Note—6p.

Available from—Inst. of Administrative Research, Teachers College, Columbia Univ., New York, N. Y. 10027 (\$1.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavior Change, Caucasians, *Classroom Environment, *Classroom Integration, Individual Power, Interpersonal Relationship, Negroes, *Racial Balance

The study described here is an attempt to answer the question: does the classroom ratio of non-white to white pupils influence the quality of the behavior of the participants in integrated classrooms? And, if so, is there an optimum ratio of classroom racial composition? To carry out such an investigation, an instrument designed to provide a quantified criterion of school district quality, "Indicators of Quality," was used. It is based upon forty key concepts of classroom behavior categorized under four headings: individualization, interpersonal regard, group activity, and creativity. The study used data from over 18,000 observations taken from 164 of the 224 districts that have employed this instrument—60 districts having no classrooms containing non-white pupils. The major finding of the study was that the percentage of non-white pupil classroom composition does have influence on classroom behavior. If the concept of racial balance is to include the criterion of the quality of classroom behavior, then the findings of this study are held to strongly suggest that two factors should be considered: the percentage of non-white pupil classroom composition, and the proportion of non-white pupils in the school. The most desirable racial balance with respect to the criterion of quality classroom behavior was found to be in classrooms of 21-40 and 41-60 percent non-white pupil composition. (Author/RJ)

ED 080 630 UD 013 716

Hunger—1973; Prepared by the Staff of the Select Committee on Nutrition and Human Needs, United States Senate.

Congress of the U.S., Washington, D. C. Senate Select Committee on Nutrition and Human Needs.

Pub Date May 73

Note—81p.; Committee Print, 93rd Congress, 1st Session

Available from—Superintendent of Documents, Government Printing Office, Washington, D. C. 20402 (\$0.60)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Data Analysis, Federal Programs, *Hunger, *Nutrition, *Poverty Programs, *Poverty Research, *Program Evaluation, Statistical Data

This report, prepared by the staff of the Select Committee on Nutrition and Human Needs of the U. S. Senate, is intended as a profile of the "half-full, half-empty plate which the Federal food programs represent to the nation's poor." The report focuses on various aspects of poverty and hunger such as: (1) poverty in the nation—the poverty line, poverty in central cities, the war on hunger, and poverty trends; (2) poverty and hunger at the county level—analysis methods and drawbacks in using county data, the 1973 hunger counties, poverty counties, failure-to-feed counties, and an analysis of regional differences; (3) the story behind the statistics—the situation in the South, outstanding counties, counties with highest and lowest participation levels, and State comparisons; and, (4) the administration of the food programs. Tables appended in illustration reflect data for hunger counties (1973); poverty counties; poverty trends; summary of poverty and hunger levels by States; analyses of regional differences by standard Federal regions, and the distribution of counties by participation rate; counties with no Federal food programs; failure-to-feed counties; counties with large Indian populations; counties feeding 10 percent or less of the poor; counties feeding 90 or more percent of the poor; and, other counties not covered by these categories. A bibliography on poverty and Federal food programs is appended. (RJ)

ED 080 631 UD 013 717

Characteristics of the Low-Income Population: 1972. Current Population Reports, Consumer Income, Series P-60, No. 88, June 1973 (Advance Data From March 1973 Current Population Survey).

Bureau of the Census (DOC), Suitland, Md. Population Div.

Pub Date Jun 73

Note—9p.

Available from—Superintendent of Documents, Government Printing Office, Washington, D. C. 20402 (\$0.35)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Caucasians, *Census Figures, Data Analysis, *Demography, Economic Factors, Family Background, *Income, *Low Income Groups, Negroes, Population Trends, Poverty Research, Statistical Data

This publication of advance data from the March 1973 Current Population Survey relates to consumer income: characteristics of the low-income population, 1972. About 24.5 million were below the low-income level in 1972, this figure being 1.1 million or 4.3 percent below the 1971 figure. The number of low-income whites declined by about 9 percent in 1972, while there is some evidence of a small increase in the number of low-income blacks. Over the same period, low-income persons 65 years and over declined by about 12 percent, while for persons under this age, the number did not change significantly. The sex of the family head continues to be an important factor—families headed by women have become a greater proportion of all low-income families. Significant differences in age composition of the white and Negro low-income groups are found. Children under 18 years in 1972 accounted for about 36 percent of all whites below low-income level as compared to 52 percent for Negroes. On the average, 1972 incomes of low-income families headed by men were closer to being raised above the poverty line than were the incomes of families headed by women. (Author/RJ)

ED 080 632 UD 013 719

Social Services: Do They Help Welfare Recipients Achieve Self-Support or Reduced Dependency? Report to the Congress.

Comptroller General of the U.S., Washington, D.C.

Pub Date 27 Jun 73

Note—129p.

Available from—U.S. General Accounting Office, Room 6417, 441 G St., N.W., Washington, D.C. 20548 (B-164031(3); \$1.00)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Economic Factors, *Federal Programs, Low Income Groups, *Program Evaluation, *Social Services, *Welfare Recipients, *Welfare Services

Identifiers—California, Colorado, Kentucky, Louisiana, Maryland

This report attempts to answer the questions: do social services help welfare recipients achieve self-support or reduced dependency? can this goal be realistically achieved given the present nature of services, the method of finding out who should receive certain services, and economic constraints? The General Accounting Office (GAO) conducting this review classified social services as either developmental or maintenance. GAO based its findings and conclusions on analysis of two randomly sampled AFDC (aid to families with dependent children) caseloads in Baltimore (Md.); Denver (Colo.); Jefferson County, Louisville (Ky.); Orleans Parish, New Orleans (La.); and Oakland (Calif.). One sample in each city included 150 cases receiving AFDC at August 1, 1971 and at July 31, 1972. The other sample in each city included 150 cases whose AFDC grants were discontinued between August 1, 1971 and July 31, 1972. The findings and conclusions arrived at by GAO was that: (1) social services had only minor impact on directly helping recipients to develop and use the skills necessary to achieve reduced dependency or self-support; (2) it is unrealistic to expect that social services can play a major role in helping recipients achieve reduced dependency or self-support given the present operating circumstances; and, (3) over the long run, social service benefits are necessary if recipients are to benefit ultimately from developmental services. (Author/RJ)

ED 080 633 UD 013 720

Kirby, David J. And Others

Political Strategies in Northern School Desegregation.

Pub Date 9 Jan 73

Note—279p.

Available from—D.C. Heath & Co., 285 Columbus Ave., Boston, Mass. 02116 (\$13.50)

Document Not Available from EDRS.

Descriptors—Administrator Attitudes, American History, *City Problems, *Decision Making,

Defacto Segregation, Majority Attitudes, Negro Attitudes, *Northern Schools, Political Issues, *School Integration, *School Segregation
Identifiers—Western States

This is a study of school desegregation as it was fought in 91 Northern and Western Cities between 1963 and 1969. In the summer of 1963, the de facto school segregation issue exploded in dozens of Northern cities; in the next 6 years school integration was front page news in most cities. What this book attempts to do in effect is to record a statistical social history of those six years. The authors hope that their analysis will provide more complete and accurate answers to replace the overly simple explanations of the birth and death of the desegregation issue. An analysis of the relative influence of the different actors in the controversy does give, it is held, a partial answer to why the issue died out when it did. One reason is that there is very little evidence here to suggest that civil rights activity had any impact on the decision the school system made; school systems which were the target of many demonstrations were not more likely to desegregate than those that never saw a picket sign. One of the clearest findings of this study is that white citizen groups opposed to desegregation were quite ineffective; white pro-integration groups were similarly ineffective. The authors' analysis makes school desegregation look like most community issues; decisions are made only when a great deal of pressure is brought to bear, and this did not happen very often. (Author/RJ)

ED 080 634 UD 013 722

Badger, Daniel Browning, R. Stephen
Title I Comparability: One Year Later.
Lawyers' Committee for Civil Rights Under Law, Washington, D.C.
Pub Date Jul 73
Note—50p.

EDRS Price MF-\$0.65 HC-\$3.29
Descriptors—Data Analysis, *Educational Finance, *Educational Legislation, *Federal Aid, Federal Laws, *Resource Allocations, School District Spending, Statistical Data
Identifiers—*Elementary Secondary Education Title I, ESEA Title I

The 1970 amendments to ESEA Title I were designed to ensure that Title I expenditures would actually be "extra" Federal resources for disadvantaged school children and went into effect on July 1, 1972. Two months following that date, the Lawyers' Committee for Civil Rights Under Law reported widespread violations of the comparability requirements among school districts receiving Title I funds. The present report, one year after enforcement of the Act, studies the extent of compliance with the comparability regulations of the 1970 amendments among a cross-section of the nation's public school districts. The report explains in some detail the concept and mechanics of the comparability requirements, statistical findings are presented, and a detailed comparison is made between the October 1971 comparability regulations and the new regulations issued by the Office of Education in June 1973. Finally, a brief insight into the future of comparability compliance and enforcement efforts is presented. [The tables in Appendix A are marginally legible.] (Author/RJ)

ED 080 635 UD 013 728

Williams, J. Sherwood And Others
Blacks and Southern Poverty.
Pub Date Mar 73

Note—20p.; Paper presented at the Southwestern Sociological Association annual meeting, Dallas, Texas, March 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Black Community, Caucasians, Census Figures, Demography, *Negroes, Population Trends, Poverty Programs, *Poverty Research, Race Relations, *Southern States
Identifiers—Standard Metropolitan Statistical Areas

Several researchers have shown that whites benefit from the presence of large numbers of blacks. This study attempts to determine the effect that the proportion of blacks in an area has upon both black and white poverty rates. Using standard correlation techniques, the basic relationships are examined for 92 Southern SMSA's (Standard Metropolitan Statistical Areas). The data used were taken from the 1970 U. S. Census Reports. Findings indicate that there is a negative relationship between the proportion of the black

population and the number of whites that are in poverty. However, this is the case for blacks. It was found that the ratio of blacks to whites in poverty is linearly related to the percentage of the general population that is black. A general program that would help reduce the size of the poor population and benefit the general population is outlined. (Author/RJ)

ED 080 636 UD 013 729

Shannon, Lyle Shannon, Magdalene
Minority Migrants in the Urban Community.
Mexican-American and Negro Adjustment to Industrial Society.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md.; National Inst. of Mental Health, Rockville, Md. Center for Studies of Metropolitan Problems.

Pub Date 73
Note—358p.
Available from—Sage Publications, Inc., 275 S. Beverly Drive, Beverly Hills, Calif. 90212 (\$15.00)

Document Not Available from EDRS.

Descriptors—*Acculturation, *Behavior Change, Caucasians, Child Rearing, Community Action, Community Agencies (Public), Cultural Factors, *Culture Conflict, *Economic Factors, Immigrants, Mexican Americans, Negroes

Identifiers—Mississippi, Racine, Texas, Wisconsin
The original purpose of the project (of which this book is an outgrowth) was to investigate the processes of value assimilation and behavioral change; the book has come to describe the economic absorption and cultural integration of Mexican Americans and Negroes into a predominantly Anglo society. The host society consisted of Anglos; they more frequently referred to themselves as Caucasians or whites, but since Mexican Americans were included in the study, it was decided at a very early point that it was best to use the designation Anglos. Focusing on the adjustment problems of immigrant Mexican Americans and Negroes in a Northern industrial community around 1960, the authors define the basic problem as one of discerning which factors facilitated or impeded the assimilation of new values and the modification of behavior among immigrants who had left their predominantly rural places of origin, mainly Mississippi and Texas, and now dwelt in the community of Racine, Wisconsin. Chapters in the book are devoted to the relationship of social antecedents to economic absorption and to present income and occupation; generational and intergenerational mobility; external and internal measures of absorption and integration; children and child-rearing practices; world view; associates and associations; perceptions of community welfare organizations and agencies; and, implications of the study for community action. (Author/RJ)

ED 080 637 UD 013 752

King, Charles E. Mayer, Robert R.
A Pilot Study of the Social and Educational Impact of School Desegregation.

North Carolina Central Univ., Durham; North Carolina Univ., Chapel Hill.

Pub Date Sep 71
Note—157p.

Available from—Department of City and Regional Planning, University of North Carolina, Chapel Hill, North Carolina 27514 (no price quoted)

Document Not Available from EDRS.

Descriptors—*Educational Change, Elementary Grades, High Schools, Integration Effects, Integration Plans, Majority Attitudes, Negro Attitudes, *Pilot Projects, *School Integration, School Segregation, *Social Change

Identifiers—North Carolina, *Southern City
In October 1969, the U.S. Supreme Court ruled that all dual school districts must be merged immediately into unified systems. The Southern City School system, N.C., developed a desegregation plan which was considered a model of compliance with constitutional requirements, this plan being implemented with little or no community opposition despite the fact that black students constituted 55 percent of the enrollment in the school system. How did Southern City achieve such a far-reaching degree of desegregation without disruptive incidents in a system in which whites moved from a majority to a minority position in their school? What has been the effect of such a drastic change on both white and black children? What kinds of administrative and

teaching problems have been created by this sudden change? What has been the response of the community to these changes? This report attempts to answer these questions on the basis of a pilot study conducted in the 1970-71 school year in Southern City. The first section of the report focuses on a brief history of school desegregation in Southern city; the second section examines economic and social characteristics of the city which may account for the degree of success achieved; the third section reports on the desegregation plan as it affected the elementary school level; and, the final section explores the impact of desegregation on the high school level. (Author/RJ)

ED 080 638 UD 013 754

McKenney, Nampo D.R.
The Social and Economic Status of the Black Population in the United States, 1972. Current Population Reports, Series P-23, Number 46.

Bureau of the Census (DOC), Suitland, Md. Population Div.
Pub Date Jul 73
Note—122p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.25)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Census Figures, *Economic Factors, Educational Change, Employment, Health Services, Housing Patterns, Income, *Negro Population Trends, *Social Characteristics

Statistics reporting the general, social and economic characteristics of the black population in the U.S. are presented in this document, the sixth in a series on the subject. The report focuses, in general, on the changes which have occurred in the last five years in income, employment, education, housing, health and other major aspects of life. During the 1960's, blacks made substantial social and economic gains in many of the areas mentioned above; in recent years progress continued in some areas—notably, education. In some other areas, no improvements were noted, and in 1973, blacks still remained behind whites in most social and economic areas. (Author/RJ)

ED 080 639 UD 013 756

Focus on Minorities.
Fort Bragg (Army), N.C. Libraries.

Pub Date Jan 73
Note—96p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Audiovisual Aids, Bias, *Bibliographies, Civil Rights, *Cultural Factors, *Educational Change, Fiction, History, *Minority Groups, Newspapers, Periodicals, Political Issues, Race Relations, Religion, *Union Catalogs

This document is a union catalog of materials available in the Library Branch, Special Services Division, Headquarters of the Eighteenth Airborne Corps and Fort Bragg, N.C., pertaining to minority group life. Each item cited has a call number and a location symbol directing the user to one or more of the five libraries shelving the item. The bibliography has a number of sections as follows: reference sources; biography; business and politics; civil rights; cultural life; education; history; life and customs; the military; prejudice, discrimination, and segregation; the race question; religion; juvenile non-fiction and fiction; magazines; newspapers; and audiovisual materials. An appended index covers author and institutional access to the entries. (RJ)

ED 080 640 UD 013 757

Central Cities Educational Development Center, Fort Worth, Texas. Model Programs, Title III--Elementary and Secondary Education Act.

National Center for Educational Communication (DHEW/NIE), Washington, D.C.

Pub Date 73
Note—6p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.25, Stock Number 1780-1054)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Cognitive Development, *Disadvantaged Youth, *Elementary School Students, Enrichment, Intelligence Quotient, *Preschool Children, *Program Evaluation, Self Concept, Teacher Aides

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Texas

This program initiated by the Central Cities Educational Development Center was designed to offer experiences which lay the groundwork for intellectual development and school achievement to underprivileged children two to five years of age. The Center has assumed a somewhat different composition and focus in each of the four years of its operation, beginning as it did as an experimental Title III project, with an enrollment of 182 children, taught by 10 teachers and 40 aides. During 1971-72 the Center was financed locally except for unexpended Title III funds authorized for followup research and had 286 pupils taught by 3 teachers working with 27 aides. Opportunities are provided so that each child may develop academic skills, a positive self-image, and expectations of achievement. Detailed findings from annual evaluation reports indicate that the Center has given young children the means to make significant cognitive and affective gains. (Author/RJ)

ED 080 641 UD 013 758

Model Early Childhood Learning Program, Baltimore, Maryland. Model Programs, Title III—Elementary and Secondary Education Act.
National Center for Educational Communication (DHEW/NIE), Washington, D.C.

Pub Date 73

Note—6p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$0.25, Stock Number 1780-1049)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Disadvantaged Youth, *Early Childhood Education, Grade 1, Intelligence Quotient, Parent Child Relationship, *Preschool Children, *Program Evaluation, Reading Readiness, Self Concept
Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, *Maryland

The purpose of the Model Early Childhood Learning Program of Baltimore, Md., City Schools is to provide experiences for disadvantaged children which will constitute the prerequisite developmental history needed to undertake first grade concepts and skills. The project's stated objectives are: (1) to improve the measured aptitude or readiness for reading and other academic achievement of children from disadvantaged homes; (2) to provide these children with the means of attaining skills necessary to achieve success in the competitive and social worlds; (3) to improve their self concepts; and, (4) to improve the attitudes toward self and their parents. It was found that compared with children in control groups who have had no such experiences or with those who participated in other programs with similar purposes, project children achieved remarkable gains in IQ. (Author/RJ)

ED 080 642 UD 013 759

Weiss, Carol H. And Others

Practices of Research Organizations in Surveys of the Poor.

Columbia Univ., New York, N.Y. Bureau of Applied Social Research.

Spons Agency—National Center for Health Services Research and Development (DHEW/PHS), Rockville, Md.

Pub Date Apr 73

Note—70p.

Available from—Librarian, Bureau of Applied Social Research, 605 West 115 St., New York, N.Y. 10025 (\$2.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Administrator Attitudes, Interviews, Low Income Groups, *Poverty Research, *Questionnaires, Racial Differences, *Research Methodology, Social Class, Socioeconomic Status, *Surveys

One of the strategies that researchers have adopted for coping with anticipated suspicion and resistance among low-income respondents is the employment of interviewers who are like the respondents in race/ethnicity and SES. Surveys that employed them tended to have larger samples, larger proportions of low-income respondents in the sample, and shorter and less complex interviews. In reply to the questionnaire reported in this study, about half of the 194 surveys of the poor conducted in 1967-71 employed such interviewers ("indigenous interviewers"). For most of the 12 interviewing tasks queried, ratings of interviewer performance were lower for indigenous interviewers than for interviewers matched only on race or on neither race nor class. They were

rated about as well as others on establishing rapport, contacting respondents, and locating the hard to reach. More intensive training and supervision of interviewers did not appear to affect assessments of performance. Directors of one-fourth of the surveys reported that they would definitely want to employ interviewers similar to respondents in SES in future surveys of the poor. Adherents of SES matching tended to be those who had employed them on the present study, and who further had actively recruited them, had employed a higher proportion of them and, to a lesser extent, were more satisfied with their performance. (Author/RJ)

ED 080 643 UD 013 760

Brown, Cecily, Comp.

Bibliography of Australian Education: From Colonial Times to 1972.

Australian Council for Educational Research, Melbourne.

Pub Date 73

Note—174p.

Available from—Australian Council for Educational Research, Frederick Street, Hawthorn, Victoria 3122, Australia (\$7.70)

Document Not Available from EDRS.

Descriptors—*Bibliographies, Educational Change, *Educational Development, *Educational Quality, History, Policy Formation, School Administration, School Organization, Student Needs

Identifiers—*Australian

This bibliography includes entries for works published up to and including 1972. Australian education has been given a wide interpretation to encompass works published by Australians, in Australia, or about Australian education. Mimeo-graphed as well as printed material have been included. Journals and journal articles, calendars, courses of study, guides, handbooks, textbooks, legislation, government reports, and these have been omitted. In format, the citations have been arranged by broad subject headings, with works chronologically arranged within these subjects. This means only a general approach to subjects is possible; to find specific entries, the appended subject index should be used. The contents are listed in sections in the following manner: Nineteenth century views of Australian education—publications 1831-1899, and twentieth century—educational aims and policies, education in practice, the process of education, students, and the schools. Appended are the name index, subject index, sources consulted, and contractions and abbreviations used in imprints. (RJ)

ED 080 644 UD 013 764

Jensen, Arthur R.

How Biased Are Culture-Loaded Tests?

Pub Date 73

Note—85p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Caucasian Students, Cultural Differences, Cultural Factors, *Culture Free Tests, *Ethnic Groups, *Mexican Americans, *Negro Students, Racial Differences, Testing
Identifiers—California, Peabody Picture Vocabulary Test, Ravens Progressive Matrices

The culture loaded Peabody Picture Vocabulary Test (PPVT) and the culture reduced Raven's Progressive Matrices (Colored and Standard forms) were examined and compared for large samples of white, black, and Chicano school children, K-8, in three California school districts. On both the PPVT and the Raven's the three ethnic groups show large mean differences but very little difference in the rank order of item difficulties, relative difficulty of adjacent items, the loadings of items on the first principal component, and the choice of distractors for incorrect responses. On both tests, groups of culturally homogeneous younger and older white children (separated by two years) perfectly simulated the white/Negro differences in Ethnic Group x Item interactions and choice of error distractors in the Raven's. Certain expectations from a culture bias hypothesis were borne out only for PPVT in the Mexican group. Unless the unlikely and empirically unsubstantiated assumption is made that culture bias affects all kinds of test items about equally, the various item analyses of the present studies lend no support to the proposition that either the PPVT or the Raven's is a culturally biased test for blacks. (Author/RJ)

ED 080 645 UD 013 765

Jensen, Arthur R.

The Effect of Race of Examiner on the Mental Test Scores of White and Black Pupils.

Pub Date 73

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Ability, Caucasians, *Caucasian Students, Cognitive Tests, *Elementary Schools, *Examiners, Intelligence Tests, Negroes, *Negro Students, Nonverbal Tests, Perception Tests, Perceptual Motor Coordination, Test Results, Verbal Tests

An entire elementary school system with 60 percent white and 40 percent black children was given several ability tests administered by 12 white and eight black examiners. The tests measured verbal and nonverbal IQ, perceptual-motor cognitive development, "speed and persistence" under neutral and motivating instructions, listening attention, and short-term rote memory for numbers. With the exception of the "speed and persistence" test, on which the white examiners yielded higher mean scores than black examiners for both white and black pupils, the results for the cognitive ability tests showed that the race of the examiner had unsystematic and negligible effects in the testing of white and black pupils. These conclusions apply to the IQ test results of both group-administered as well as individually-administered tests. (Author)

ED 080 646 UD 013 766

Jensen, Arthur R.

Level I and Level II Abilities in Three Ethnic Groups.

Pub Date 73

Note—27p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Caucasian Students, Elementary Grades, Intelligence Quotient, *Intelligence Tests, Memory, *Mexican Americans, *Negro Students, Socioeconomic Status, Test Results
Identifiers—*California, Crystallized Intelligence, Fluid Intelligence

A large battery of various tests of intelligence, scholastic achievement, and short-term memory was administered to some 2,000 white, black, and Mexican American pupils in grades 4, 5, and 6 in a largely agricultural school district in the central valley of California; the 3 grades were used as separate replications. Factor analysis with oblique rotation yielded three main factors, identified as fluid intelligence, crystallized intelligence, and a memory factor. Mean factor scores for the three ethnic groups differed significantly. The white and black groups differed markedly in fluid and crystallized intelligence but not in memory; the white and Mexican American groups differed markedly in fluid, but much less in crystallized intelligence and memory. The black and Mexican American groups differed the most in fluid but only slightly in crystallized intelligence. There were also systematic ethnic group differences in the pattern of intercorrelations among factor scores, and in the correlations of the factor scores with an index of SES. The results are discussed in relation to Jensen's two-level theory of mental abilities and Cattell's theory of fluid and crystallized intelligence. (Author)

ED 080 647 UD 013 767

Jensen, Arthur R.

Interaction of Level I and Level II Abilities With Race and Socioeconomic Status.

Pub Date 73

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Ability Grouping, Caucasian Students, Intelligence Tests, *Memory, *Mental Development, *Mental Tests, Negro Students, Nonverbal Tests, Socioeconomic Status, Test Results, Verbal Tests

Identifiers—California, Lorge Thorndike Intelligence Tests

The two-level theory of mental abilities posits two broad classes of ability: level I (learning and memory) and level II (the "g" factor of intelligence tests, reasoning, abstraction, and problem solving). Levels I and II are hypothesized to interact with SES and/or race such that: (1) SES differences are greater for level II than for I, and (2) the correlation between levels I and II, and the regression of level I upon II, are greater in upper than in lower SES populations. These hypotheses are borne out by digit span memory

measures and Lorge-Thorndike Verbal and Non-verbal Intelligence Tests, obtained on all the white and black pupils in grades 4-6 in a California school district. Analyses were performed on raw scores, and orthogonal and oblique factor scores. The largest effects in accord with the hypotheses are attributable to differences between the white population (all SES levels) and the low SES black group. One aspect of the two-level theory as originally formulated must be revised in light of the present evidence—i.e. the hypothesis of hierarchical functional dependence of level II performance on level I ability. There appears only to be slight degree of such dependence of level II on level I, and more for Nonverbal than for Verbal intelligence test scores. (Author)

ED 080 648 UD 013 780

Wood, M. Beatrice

Intensive Reading and Instructional Teams (IRIT), 1972-73. Profiles of Progress: An Evaluative Report.

Hartford Public Schools, Conn.

Pub Date 19 Jul 73

Note—56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Basic Skills, *Compensatory Education Programs, Comprehension Development, Decoding (Reading), *Elementary School Students, Family School Relationship, Individualized Instruction, Motivation, *Program Evaluation, *Remedial Reading, Student Teacher Relationship, *Teaching Methods, Team Teaching

Identifiers—Connecticut, Hartford

Three Intensive Reading Instructional Teams (IRIT's) provided a comprehensive half-day program of reading instruction for a period of approximately 11 weeks for 405 third and fourth grade pupils who were in Hartford's validated schools and not achieving up to expectancy. A fourth team, funded by the general budget, provided special reading instruction for 141 students from the nonvalidated schools. The IRIT program has been in operation since 1965. The IRIT Centers for the 1972-1973 school year operated from a base of two types of objectives—behavioral objectives, based mainly on the cognitive skills, measurable and visible and also objectives based on the affective domain. The general objectives of the program were: (1) to raise the level of achievement of pupils who are deficient in the basic skills of language and reading; (2) to improve the self-image of the pupils through approval for any achievement and to provide an atmosphere of mutual self-respect; (3) to investigate techniques and materials which will assist teachers in more effective teaching of reading; (4) to create materials and operate a model demonstration center for the teachers of Hartford; (5) to provide a flexible environment that promotes individualized instruction geared to the learning styles of each pupil; and, (6) to promote an interest on the part of parents in the importance of school-home relationships. (Author/JM)

ED 080 649 UD 013 781

Hill, Milton Mullen, David J.

A Strategy for Productive Sociopolitical and Educational Behavior.

Texas Univ., El Paso. Cross-Cultural Southwest Ethnic Study Center.

Pub Date Jul 72

Note—26p.; Paper presented at the Cross-Cultural Southwest Ethnic Study Center Workshop entitled "Sociopolitical Environment and Education," June 27-29, 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Black Community, Change Agents, Community Development, Educational Administration, *Educational Change, *Organizational Development, Political Influences, *Political Issues, *Political Power, Power Structure, Self Help Programs, Social Action, *Social Change, Socioeconomic Influences, Systems Approach

Drastic change is taking place in America today. If drastic change does indeed foster revolution then our challenge is to help bring about peaceful revolution by making those changes that give power to the powerless. Both the majority and the minority groups are presented with the challenge of developing strategies and techniques for implementing these strategies which will impart the educational,

technical, social and political skills which will enable the weak to get bread, human dignity, freedom and strength by their own efforts. The American political system will yield only to incremental changes. These can however be consistent—depending upon the ability of groups and factions to mobilize large numbers of people. A strategy for productive sociopolitical behavior could utilize David Easton's model of a political system which emphasizes environmental influences on political activity. Along with changes in the sociopolitical arena are concomitant changes in other institutions such as the school. Educational innovation and sociopolitical innovation have been riding an unprecedented wave of concern. The bureaucratic structure of the school system and the political system is speaking and cracking at the joint. What is needed by those of us responsible for providing leadership in the school is a management strategy for producing change. Organizational development is an emerging management strategy which is action research oriented. It is a process which can be used to attack any problem in the schools. [Some pages in this document are only marginally legible.] (Author/JM)

ED 080 650 UD 013 782

Townsend, Alair A., Comp. And Others

Studies in Public Welfare. Additional Material for Paper Number 6: How Public Welfare Benefits are Distributed in Low-Income Areas.

Joint Economic Committee, Washington, D.C.

Pub Date 6 Aug 73

Note—118p.; Joint Committee Print

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.25, Stock Number 5270-01907)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Depressed Areas (Geographic), Family Income, *Family Resources, Federal Aid, Federal Government, Local Government, Low Income, *National Surveys, *Resource Allocations, Social Welfare, State Agencies, *Statistical Analysis, Welfare, Welfare Agencies, *Welfare Recipients

This supplement was designed to be used in conjunction with Paper No. Six, which contains a detailed description of the methodology employed. In conjunction with General Accounting Office, the Subcommittee on Fiscal Policy chose as study sites six areas of the Nation from among the 59 census areas which have been designated by the Census Bureau as low-income areas. The data in this study are based on the benefits available to the total household. The records of 100 Federal, State, and local programs were examined to determine whether any members of the households participated in them, the amount and nature of the benefits, and other social and economic characteristics of the households. This information was assembled and analyzed in the aggregate. The 100 programs searched include all cash benefit programs under Federal, State, or local sponsorship, such as public assistance, veteran's pensions and compensation, Government employee retirement and disability plans, workmen's compensation, unemployment insurance, and social security. Also examined were all programs offering subsidies in the form of food, medical, or housing benefits. Finally, service programs such as legal aid, child care, manpower training, and education assistance were included. Benefit information from these programs were collected for a 12-month period, and an average monthly benefit was computed. However, a common 12-month period could not always be applied, since the currency and structure of agency records vary across programs. (Author/JM)

ED 080 651 UD 013 783

Benson, J. Kenneth And Others

Coordinating Human Services: A Sociological Study of an Interorganizational Network. Research Series, Number 6.

Missouri Univ., Columbia. Regional Rehabilitation Research Inst.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Jun 73

Note—160p.

Available from—Regional Rehabilitation Research Inst., University of Missouri, Columbia, Mo. (No price quoted)

Document Not Available from EDRS.

Descriptors—Administrative Problems, Community Action, Community Programs, *Employment Services, Financial Services, *Human Services, Interagency Cooperation, *Interagency Coordination, Program Administration, Research Methodology, Sociology, State Agencies, *Vocational Rehabilitation, *Welfare

Identifiers—Missouri

Interagency relationships have an important bearing upon the effectiveness with which public services are provided to disadvantaged populations. The present study examines interagency interactions and service delivery to the disadvantaged from both an empirical and a theoretical perspective. The findings may be helpful both in the formulation of strategies for improving the delivery of services and in the design of future, related studies. In this research, a four-agency network in nine counties in central Missouri was selected for an intensive study that could contribute to the growing body of knowledge regarding interagency relationships. Structured interviews (N x 177) with staff at all levels provided the source of data. The focus on a specific network as it functions at a specific point in time (1969) provides a rudimentary basis for understanding interagency functioning. Four variables critically affecting interagency relationships are claimed roles and functions, service methods and goals, attitudes toward other agencies, and the nature of work interaction. In general, it was argued that these variables tend to be "balanced". A pair of agencies, or a network, was considered equilibrated if these four variables were at relatively high levels. Forces external to an interagency network may cause unbalanced conditions so that one might observe, for example, a high level of work coordination in the presence of low domain consensus. (Author/JM)

ED 080 652 UD 013 784

Bruch, Monroe A. And Others

Modeling, Behavior Change, and Rehabilitation. Research Series, Number 7.

Missouri Univ., Columbia. Regional Rehabilitation Research Inst.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Jun 73

Note—92p.

Available from—Regional Rehabilitation Research Inst., University of Missouri, Columbia, Mo. (No price quoted)

Document Not Available from EDRS.

Descriptors—Achievement, *Behavior Change, Change Agents, Imitation, *Learning Theories, *Observational Learning, Physical Therapy, Program Planning, Rehabilitation, *Rehabilitation Programs, *Role Models, Teaching Methods, Vocational Adjustment, Vocational Counseling

A considerable body of knowledge has been built around the concepts of imitation and observational learning. The purpose of this monograph is to introduce the rehabilitation practitioner to this information and to discuss its implications for and uses in rehabilitation practice. First, we will define imitation and observational learning and elaborate upon their unique features and distinguishing characteristics. In subsequent chapters, we will analyze relevant studies to glean ideas regarding the critical variables in modeling that may be applicable to rehabilitation settings. We will then present and discuss a number of studies carried out by the authors that focus upon the use of imitation as a means for facilitating behavior change. In the final chapters, the use of these learning concepts in rehabilitation will be discussed in terms of specific areas of application such as vocational counseling, work adjustment training, and physical rehabilitation. Learning theory treatment approaches are sometimes erroneously viewed as contradictory to "developmental" ones. In practice, the differences can be characterized by "teacher knows best" versus "nature knows best." Reinforcement, control, and manipulation epitomize the former method while nurturance, developmental states, and faith characterize the latter. Effective use of modeling requires consideration and use of both perspectives. (Author/JM)

ED 080 653 UD 013 785

Kunce, Joseph T. And Others

Rehabilitation Research Kaleidoscope. Research Series, Number 5.

Missouri Univ., Columbia. Regional Rehabilitation Research Inst.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Mar 73

Note—51p.

Available from—Regional Rehabilitation Research Inst., University of Missouri, Columbia, Mo. (No price quoted)

Document Not Available from EDRS.

Descriptors—Abstracts, Counseling, *Counseling Services, Disadvantaged Groups, Educational Diagnosis, Emotionally Disturbed, Human Services, *Information Dissemination, Physically Handicapped, *Program Planning, Psychological Evaluation, Rehabilitation, *Rehabilitation Programs, Research Methodology, *Research Utilization

This monograph has two purposes: (1) to examine the findings of a series of studies (supported in part by the Regional Rehabilitation Research Institute at the University of Missouri-Columbia) and restate them in such a manner that may be of interest to a wide audience—particularly to counselors and to teachers; and (2) to acquaint other rehabilitation researchers with this Institute's major research activities and research findings. The value of abstracts, research briefs, and annotations has been well established. The studies that were annotated can be placed into one of the following categories: disadvantage, counseling issues, disability (emotional and physical), psychological assessment, and research methodology. The re-connective theme of the research is understanding the processes, techniques, outcomes, and issues that can lead to improved rehabilitation services for the disabled and the disadvantaged. The annotations were developed using the format: statement of the problem, the results, and the implications. The main ideas of each study are presented—technical jargon, statistical findings, research design, and explanations are deleted. This more detailed information can be obtained by reference to the publication citation provided with each annotation. Summarized materials include 35 articles and three monographs. (Author/JM)

ED 080 654

UD 013 786

Jensen, Arthur R.

Heritability and Teachability.

Pub Date 72

Note—32p.; chapter of a book entitled: "Emerging Issues in Education," Lexington, Mass., D.C. Heath & Co., 1972

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Academic Achievement, Academic Aptitude, Educational Diagnosis, *Educational Planning, Environmental Influences, Genetics, *Hereditry, *Intelligence Differences, Intelligence Tests, Learning Readiness, Learning Theories, Prenatal Influences, *Racial Differences, *Social Differences, Statistical Analysis

It has been said that the heritability of learning ability or of intelligence is irrelevant to teachability. In support of this statement we see it pointed out that a child or a group of children show some response to training, and this is held up as evidence against the heritability of intelligence or learning ability. Most estimates of the heritability of IQ in the European and North American populations on which we have good data fall in the range from 0.60 to 0.90 and most of these estimates are in range from 0.70 to 0.80 (not corrected for test unreliability). The fact that IQ has high heritability surely does not mean that individuals cannot learn much. But knowing that learning ability has heritability does tell us that: if a number of individuals are all given equal opportunity—the same background, the same conditions, and the same amount of time—for learning something, they will still differ from one another in their rates of learning and consequently in the amount they learn per unit of time spent in learning. The fact that scholastic achievement shows lower heritability than IQ means that more of the variance in scholastic achievement is attributable to nongenetic factors than is the case for IQ. Consequently, we hypothesize what the sources of the environmental variance in scholastic achievement are, and, possibly we can manipulate them. (Author/JM)

VT

ED 080 655

VT 018 694

Borcher, Sidney D. Joyner, John W.

Secretarial Science Occupational Performance Survey. Interim Report.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—R&D-Ser-87

Bureau No.—BR-7-0158

Pub Date Mar 73

Grant—OEG-3-7-000158-2037

Note—82p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Business Education, Curriculum Development, *Job Analysis, Occupational Information, *Occupational Surveys, Office Occupations, Post Secondary Education, Resource Materials, *Secretaries, Task Analysis, *Task Performance, *Technical Education, Vocational Development, Vocational Education

Intended for the use of curriculum developers, instructors, and others concerned with planning and conducting vocational and technical education programs, this federally funded interim report presents the results of the task inventory analysis survey conducted by the project staff in the secretarial science occupations. In order to develop a system for using occupational information effectively in curriculum improvement, this survey collected data that would be useful for designing and revising 2-year associate degree programs in secretarial science technology. A task inventory was constructed after a literature review and interviews with five consultants employed in secretarial occupations. It was revised after validation by a mail survey yielding 99 useable responses from 175 employed secretaries who were members of the National Secretaries Association. Task performance frequencies, time allotments for each task, and task commonalities were determined. Job descriptions for secretarial job titles were validated. The statistical analyses of data collected in this occupational survey are appended. (Author/AG)

ED 080 656

VT 019 095

McCracken, J. David Gillespie, Wilma B.

Information Utilization by Vocational Educators.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—RD-Ser-90

Bureau No.—BR-7-0158

Pub Date Mar 73

Grant—OEG-3-7-000158-2037

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative

Personnel,

*Guidelines, Information Dissemination, Information Seeking, *Information Systems, *Information Utilization, Program Improvement, Program Planning, State Supervisors, Teacher Educators, Vocational Directors, *Vocational Education, Vocational Education Teachers

To describe the information-seeking behavior of local administrators, teacher educators, state directors, and state supervisors of vocational education, data from four previous studies were examined and user profiles were prepared for each of the four groups. The profiles contained information describing these eight dimensions of information utilization: (1) the work setting, (2) personal characteristics, (3) major professional problem areas, (4) decision-making mode, (5) information services used, (6) information sources or products used, (7) characteristics or criteria of products used, and (8) personal information sources. Guidelines for planning and improving information dissemination systems and information utilization processes were developed by project staff after examining the user profiles and the reactions, suggestions, and criticisms offered by a jury of vocational and technical educators. The guidelines are grouped into the eight dimensions describing information utilization. (SB)

ED 080 657

VT 020 268

Stevenson, William W. Ward, William Gary

Conducting Evaluation Within a State: Information for State Leaders.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—Inf-Ser-72

Pub Date 73

Note—30p.

Available from—Product Utilization Section, The Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, OH 43210 (One of a set, prices available upon request)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Evaluation Criteria, *Evaluation Methods, Guidelines, Literature Reviews, Program Costs, *Program Evaluation, *Research Needs, Validity, *Vocational Education Identifiers—*Program Implementation

Following a review of over 350 evaluation-related reports as well as written evaluation activities by the National Advisory Council, state advisory councils, and over 30 state departments of education, three criteria were proposed as methods to be used by state education leaders in assessing the worth of an existing or proposed evaluation system. These criteria include determining: (1) the validity of the system or how accurately the data collected by the system reflects the true vocational education situation of the state, (2) the effects or impact of the information generated by a system on the local program, and (3) the cost of the system. These criteria are discussed along with techniques of evaluation, research priorities, and methods of implementing an evaluation system. (SB)

ED 080 658

VT 020 285

Robertson, J. Marvin

Utilizing Manpower and Follow-Up Data: A Perspective for Local Vocational Planning.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—Inf-Ser-75

Pub Date 73

Note—29p.

Available from—Product Utilization Section, The Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, OH 43210 (one of a set, prices available upon request)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Data, Employment Statistics, *Follow-up Studies, Information Needs, Information Services, Information Sources, *Information Utilization, Manpower Needs, *Program Planning, Research Reviews (Publications), *Vocational Education

Written to assist local administrators in utilizing available data to plan local vocational education programs, this publication is organized around a series of planning tasks and manpower data. As one of the important sources of planning data, manpower information is explored for its usefulness in setting goals, determining labor market needs, curriculum content, occupational guidance, and job placement for local programs of vocational education. In addition, various research studies are briefly reviewed in examining the literature for the use of follow-up data in developing priorities and making evaluation studies of local programs. (SN)

ED 080 659

VT 020 348

Education for Employment in Ohio. Ohio Advisory Council for Vocational Education Third Annual Report, 1972-1973.

Ohio State Advisory Council for Vocational Education, Columbus.

Spons Agency—National Advisory Council on Vocational Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date Nov 72

Note—52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Advisory Committees, *Annual Reports, Cost Effectiveness, High Schools, Post Secondary Education, *Program Evaluation, Research Projects, *State Programs, *Vocational Education Identifiers—*Ohio

This report summarizes the proceedings, findings, and recommendations of the Ohio Vocational Advisory Council for the 1971-72 year concerning vocational education within the State. Formed in 1969, the Council is composed of 22 persons from labor and management, industrial and economic development, educational institutions, local boards of education, vocational education, and the general public. The Council engaged in a number of research and evaluation

projects during the year among which were the following studies: (1) a high school evaluation, (2) a home economics impact and family life program, (3) a health service occupations survey, (4) a study of supportive services, and (5) a young adult study. A brief summary of each of the projects is included as are appendices listing budgetary allocations and expenditures. (SN)

ED 080 660 VT 020 357

Bean, Lee L. And Others

Population and Family Planning Manpower and Training. An Occasional Paper of the Population Council.

Population Council, New York, N.Y.

Pub Date 71

Note—118p.

Available from—Population Council, 245 Park Ave., New York, New York 10017

Document Not Available from EDRS.

Descriptors—*Demography, Educational Facilities, Educational Needs, *Employment Projections, *Family Planning, *Manpower Needs, *Population Education, Professional Education, Public Health, Social Sciences

Growing action for population programs has directed attention to the question of whether there is sufficient manpower trained to direct and operate such programs. This study was undertaken to provide estimates of training and manpower requirements for population-related activities. Emphasis is placed primarily on the operation and development of training programs and institutions for population and family planning. The field is broad and multidisciplinary, and investments in training programs and institutions require careful phasing and long-term commitments. The problem of population and family planning implies a series of value judgments which lead to estimates of need rather than demand. This report focuses on the training requirements needed to augment the supply of professionals and paraprofessionals to meet anticipated needs in population studies and family planning administration, research, and training programs in the United States. Two major groups of individuals involved in population programs are demographers and population specialists. These programs also require persons from various medical and social science areas. Estimated manpower needs and training programs and requirements are detailed in this report. (MF)

ED 080 661 VT 020 369

Moore, Allen B.

Career Education: The Role of Adult Education.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—Inf-Ser-81

Pub Date 73

Note—21p.

Available from—Product Utilization Section, The Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, OH 43210 (One of a set, prices available upon request)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Development, *Adult Education, *Adult Educators, Adult Programs, Articulation (Program), *Career Education, Dropouts, *Institutional Role, Post Secondary Education, Program Administration, Program Coordination, Research Reviews (Publications)

Predicated on the belief that there exist no vast distinctions between career education and adult education as programs which have as their objective, helping to make youth and adults more objective decision makers and personally self-filling, productive individuals, this paper is intended for local directors of adult and career education activities. Differing mainly in regard to time-frame and comprehensiveness of scope, career education and adult education hinge heavily upon each other for their ultimate success. Career education considers the total economic progress and decision-making processes of the individual, while adult education concerns itself with the individual's access to, entry into, exit from, and reentry into educational experiences that will facilitate any identified need of the individual. Adult education coordinators can do much to strengthen the existing bond between the two programs. Some of the things which can be done are: (1) Provide programs to fit the students rather than admit only those who meet prerequisites of the particular programs, (2)

Plan more extensively and cooperatively with administrators, teachers, and students for postsecondary programs or "next step" level educational needs, and (3) Give more emphasis to data collection, goal clarification, and evaluation activities. (Author/SN)

ED 080 662 VT 020 373

Farning, Maxwell

Career Education: The Marine Science Occupations Cluster.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—Inf-Ser-85

Pub Date 73

Note—21p.

Available from—Product Utilization Section, The Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, OH 43210 (One of a set, prices available upon request)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *Career Opportunities, Construction (Process), Educational Needs, Fisheries, Fuels, Marine Biology, *Marine Technicians, *Occupational Clusters, Occupational Information, *Ocean Engineering, Oceanology, *Seamen, Water Resources

This paper discusses career opportunities in eight broad groups of marine science occupations: (1) harbor construction and maintenance, (2) ship construction, (3) merchant marine activities, (4) towboating, (5) longshoring, (6) fishing and fish farming, (7) petroleum and natural gas exploration and extraction, and (8) research activities. The marine science cluster is defined to include those occupations which are directly related to activities occurring because of the presence of large bodies of water. Each of the groups described contains occupations with education and training requirements ranging from those calling for very limited skills to those requiring doctoral degrees. An annotated bibliography provides additional sources of information for marine science occupations. (MF)

ED 080 663 VT 020 378

Hill, George E.

Career Education: Guidance in the Elementary School.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—Inf-Ser-90

Pub Date 73

Note—26p.

Available from—Product Utilization Section, The Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, OH 43210 (One of a set, prices available upon request)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Educational Coordination, *Elementary School Counselors, *Elementary School Guidance, Elementary School Students, *Guidance Services, Occupational Guidance, Resource Materials, *Vocational Development

There appears to be much misunderstanding about the need for guidance at the beginning levels of education and especially the role of the professional counselor in elementary schools. Career development cannot be left to chance. Career guidance should be the concern of all persons who have any association with children. In the school this means that guidance, instruction, and administration are three phases of an integrated educational effort. Guidance services include: (1) child study, (2) counseling, (3) orientation to the worlds of work and education, (4) coordination of home and community contacts, (5) identification of children with special needs and talents, and (6) coordination of various special services. Emphasis in this paper is given to guidance as a staff-wide concern in elementary schools and to the belief that a guidance program is most likely to come about if there is a professional counselor on the staff. Included in the paper are listings of resource materials to assist the elementary school counselor. A discussion of direct work experiences for elementary school children to make career education more meaningful concludes the paper. (MF)

ED 080 664 VT 020 381

Hansen, L. Sunny

Career Education: Teachers' Responsibilities.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—Inf-Ser-93

Pub Date 73

Note—39p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Curriculum Development, Educational Needs, Guidance Functions, Information Sources, Information Systems, Inservice Programs, *Inservice Teacher Education, Occupational Information, *Preservice Education, Program Descriptions, *Teacher Responsibility, Teacher Role, Teaching Skills

In this publication, the teacher's responsibilities in career education have been delineated from an examination of past and present teacher's roles as well as selected programs which directly and indirectly define the teacher's responsibilities. Some of these responsibilities include: (1) assessing needs, (2) commitment to career education goals, (3) curriculum development, (4) helping students develop self, occupational, and educational awareness, (5) adapting ideas from other models and teachers, and (6) assuming leadership inservice programs. In order to prepare teachers to meet their responsibilities, preservice and inservice teacher education programs should cover: (1) documenting the need for career education, (2) explication of the career education concept, (3) information about business, industry, and labor, (4) sources of information and utilization of resources, (5) implementation strategies, and (6) developing guidance and counseling skills. These components of an inservice or preservice program are discussed along with descriptions of several existing and proposed preservice and inservice programs. (SB) ?

ED 080 665 VT 020 382

Smith, George N.

Career Education: Local Administration of Programs.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—Inf-Ser-94

Pub Date 73

Note—36p.

Available from—Product Utilization Section, The Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, OH 43210 (One of a set, prices available upon request)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, *Administrative Problems, *Career Education, Curriculum Development, Instructional Staff, Organizational Climate, *Program Administration, Role Conflict

Identifiers—*Program Implementation

Career education has been the focus of substantial thrusts in American education, both at the national and state levels, with program development and experimentation taking place in numerous local education agencies. Intended to aid school superintendents, principals, and career education project personnel in the conceptualization and implementation of career education programs, this paper synthesizes and describes the processes and concerns involved in the local administration of career education programs. Drawing upon experiences in implementing career education in Mesa, Arizona, one of six national school-based career education sites, the following topics were reviewed as possible difficulties and areas of concern: (1) interim and task force organizational structures and linkage-related issues, (2) program staffing, including utilization of existing staff or recruiting new staff, (3) continuity of organizational operations and maintaining expertise roles, (4) role conflict and the problem of alienation of the school principal, (5) teacher issues and teacher groups, (6) community issues, particularly minority concerns, and (7) quality control importance and factors. (SB)

ED 080 666 VT 020 383

Burkett, Lowell A.

Career Education: Leadership Roles.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No—Inf-Ser-95

Pub Date 73

Note—29p.

Available from—Product Utilization Section, The Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, OH 43210 (one of a set, prices available on request)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrative Personnel, *Administrator Role, *Career Education, Educational Administration, *Leadership, *Leadership Responsibility, *Role Perception

With the upsurge of interest in career education and its implementation at all educational levels, the need for leadership in setting goals, establishing policies, and implementing programs is apparent. This paper devotes itself to a discussion of the position which leadership must take for a full expression of the possibilities in the career education concept. The need for skillful leadership is explored in the following areas of career education: (1) community relations, (2) educational administration, (3) teacher education, (4) curriculum development, (5) educational media, (6) guidance, (7) personnel training, (8) work experiences, (9) advisory committees, and (10) adult education. Career education will provide an opportunity to bring relationships of life, education, and employment into a harmonious balance. The job of leaders in the field therefore, is to foster in Americans an awareness of this interrelationship. (SN)

ED 080 667

VT 020 408

New York State Advisory Council on Vocational Education Third Annual Report, Fiscal Year 1972.

New York State Advisory Council on Vocational Education, Albany.

Spons Agency—National Advisory Council on Vocational Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 72

Note—44p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Advisory Committees, Annual Reports, Area Vocational Schools, *Guidance Programs, High Schools, Job Placement, Post Secondary Education, *Vocational Counseling, *Vocational Education

Identifiers—*New York

This report summarizes the proceedings, conclusions, and recommendations of the New York Vocational Advisory Council for the 1972 fiscal year. Concerned with the role and function of guidance, counseling, placement, and followup programs within the State, the Council authorized three studies: (1) The Arthur D. Little Study of six localities, (2) articulation and placement/followup studies, and (3) colloquium on guidance and counseling. Conclusive findings of the investigations revealed inadequacies of the programs. Highlights as well as the recommendations and results of a colloquium on occupational guidance and counseling are included in this document. (SN)

ED 080 668

VT 020 420

Allen, David

Review and Analysis of Instructional Performance Objectives in Vocational Education Curriculum.

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Report No.—Inf-Ser-68

Pub Date 73

Note—58p.

Available from—Product Utilization Section, The Center for Vocational and Technical Education, 1960 Kenny Road, Columbus, OH 43210 (One of a set, prices available upon request)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, *Curriculum Development, *Curriculum Evaluation, Research Needs, Research Reviews (Publications), *State of the Art Reviews, *Vocational Education

Performance or behavioral objectives have been important in vocational education for many years, as evidenced by the significant breakthroughs in vocational education curriculum development and evaluation during the past 10 years which have been linked to purposeful use of performance objectives. This review of literature and research relating to performance objectives has revealed that a number of articles, instructional guides, conferences, and workshops have dealt with developing skills in writing performance objectives for vocational education. A limited number of research studies deal with writ-

ing and using performance objectives and the effects of the writing and using of objectives on teachers' attitudes. None of the studies have concentrated on performance objectives alone. Future research should concentrate directly on performance objectives, with all other variables, such as teaching methods or instructional materials, controlled in the research design. Some suggested research areas include: (1) identifying strategies for incorporating the affective domain into the format of vocational education performance objectives, (2) identifying processes for integrating occupational analysis data directly into performance objectives and teaching strategies, and (3) creating and testing performance objective evaluation instruments appropriate for vocational education. (SB)

ED 080 669

VT 020 605

Aydelotte, Myrtle K.

Nurse Staffing Methodology. A Review and Critique of Selected Literature.

Iowa Univ., Iowa City; Public Health Service (DHEW), Washington, D.C. Div. of Nursing.

Report No.—DHEW-NIH-73-433

Pub Date Jan 73

Note—536p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (S/N 1741-00051, \$5.80)

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—Administrative Personnel, Bibliographies, Comparative Analysis, Content Analysis, *Cost Effectiveness, Hospital Personnel, *Literature Reviews, Methodology, *Methods Research, Models, *Nurses, *Staff Utilization, Synthesis

In recent years much has been written on the subject of nurse staffing but few attempts have been made to integrate the literature and show relationships between the methodologies. This document is an effort to synthesize and critically examine the major methodological research studies in the field of nursing. Included are: (1) a bibliography of over 1,000 staffing studies, (2) a glossary of terms used in staffing research, and (3) an historical development of nurse staffing studies from which was developed a framework for classifying the staffing methodology. A complement to a previous report released in 1972, the publication is intended as an aid for improving the use of nursing manpower and may be especially helpful to nursing administrators and practitioners. (Author/SN)

ED 080 670

VT 020 610

Classified Index of Industries and Occupations: 1970 Census of Population.

Bureau of the Census (DOC), Suitland, Md.

Population Div.

Pub Date Sep 71

Note—266p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$2.00)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Classification, Cluster Grouping, Codification, *Indexes (Locators), *Industry, *Occupational Clusters, *Occupations

This index was developed primarily to define the industrial and occupational classification systems adopted for the 1970 Census of Population. For each category in the classification systems it presents the individual titles constituting the particular category. Approximately 19,000 industry and 23,000 occupation titles are included. These titles represent a comprehensive listing of specific industries and occupations developed historically and maintained continuously by review of census and survey schedules. The index is divided into two sections, the first listing industry categories and their component industry titles and the second listing the occupation categories and their component titles. The classification systems and codes used are explained for the 215 industrial categories and for the 417 occupational categories listed. (MF)

ED 080 671

VT 020 629

Molnar, Daniel E. And Others

Cost Effectiveness of Selected Cooperative Vocational Education Programs as Compared with Vocational Programs Without a Cooperative Component. Final Report.

Battelle Memorial Inst., Columbus, Ohio. Columbus Labs.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date 29 Jun 73

Contract—OEC-0-70-4888(358)

Note—229p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Comparative Analysis, *Cooperative Education, *Cooperative Programs, *Cost Effectiveness, Educational Programs, Feasibility Studies, Research Methodology, School Surveys, *Vocational Education, Work Experience Programs

This exploratory study, primarily an information collection and analysis effort, was made to determine whether there is a difference in the effectiveness and the cost of cooperative vocational education programs and of vocational programs without a cooperative component. Study data from 12 school districts in three States (Minnesota, North Carolina, and Ohio) for the 1969-70 and 1970-71 school years were used to explore the feasibility of conducting such a cost-effectiveness analysis. It was found that it is possible to analyze historical cost and effectiveness data on selected vocational education programs but that it is not possible to directly compare cooperative programs to those without a cooperative component, as it is unlikely that similar programs are offered using both methods. However, cost-effectiveness analyses may be used as one element in policy formulation concerning vocational education methodologies. Detailed information collected and interpreted in the study are provided, leading to the overall conclusion that there is no obvious difference in the cost of providing either type of program nor are there any obvious differences between graduates of the two types of programs. A very limited employer survey indicated that employers tend to favor graduates of the cooperative programs. Recommendations for further in-depth studies are presented. (MF)

ED 080 672

VT 020 645

Burke, Fred G.

Career Education in The 1970's.

Rhode Island State Dept. of Education, Providence.

Pub Date 21 Mar 72

Note—17p.; Speech presented to the Rhode Island Industrial Arts Teachers' Association (Providence, March 21, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *Educational Change, External Degree Programs, *Open Education, Speeches, *State Programs, Vocational Development

Identifiers—*Rhode Island

Statistics bear out the futility of the overemphasis of collegiate preparation at the elementary and secondary levels. To meet the challenge of relevance and utility, the role of formal vocational training has enjoyed increasing attention within the educational system in the past decade. Yet even with this, half of our nation's students are not being prepared for further education, for training, or for employment. A major revision in the educational delivery system is needed. In Rhode Island this is being approached at two levels, the preschool through Grade 12 level and the postsecondary and adult continuing education level. A task force has been created to study the postsecondary programs and services and to make recommendations for the development of an open university system. At the preschool through Grade 12 level, a program is being launched to develop the career education concept as the central theme of elementary and secondary education. The purpose of this State project is to test the theory that a career-oriented program is superior to the traditional orientation and to determine which components or techniques are most effective. Included in this accession are two additional papers, one outlining the development and evaluation components of the State career education project and the other further discussing this project under the title "Career Decision Making as the Focus of a K-12 Curriculum". (MF)

ED 080 673

VT 020 723

Kapes, Jerome T.

A Longitudinal Vocational Development Study: Some Findings and Implications.

Pennsylvania State Univ., University Park. Dept. of Vocational Education.

Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Pub Date 27 Feb 73

Note—11p.; Paper presented at annual meeting of the American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Adolescents, *Educational Research, High School Students, *Longitudinal Studies, *Predictor Variables, Teenagers, *Vocational Development, Vocational Education
Identifiers—VDS, *Vocational Development Study

The Vocational Development Study (VDS) project is a 10-year longitudinal study designed to: (1) evaluate the impact of specific courses of study upon selected aspects of adolescent development, (2) investigate the usefulness of certain tests and inventories in helping ninth graders decide on a suitable senior high school course of study, and (3) test several vocational development theories. Data during the first five years of the VDS study have been gathered from several sources and at many different points of time from a sample of ninth grade students enrolled in three medium sized Pennsylvania school districts. To date eight monographs have been published by the VDS project. The first monograph describes the study as it was envisioned several years after its actual start, while the remaining seven reports deal with specific investigations of the vocational development process. This paper provides an overview of the VDS project and summarizes selected findings and implications from the monographs. (SB)

ED 080 674 VT 020 746

Grnick, Leonard P. R. And Others
ALPHA: A Case Study in Upgrading.
New Careers Systems Inst., Inc., New Brunswick, N.J.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Pub Date 73

Note—234p.

Available from—New Careers Systems Institute, Inc., 8 Sicard Street, New Brunswick, N.J. (no price quoted)

Document Not Available from EDRS.

Descriptors—*Career Ladders, Case Studies, *Industrial Personnel, *Industrial Structure, Job Development, *Manpower Development, *Models, Organizational Climate, Promotion (Occupational), Wages, Work Attitudes

Identifiers—ALPHA Plastics Printing Co Inc

An industry-focused upgrading model, based upon job redesigns of entry-level and higher skill positions and a multi-step diagonal/vertical progression ladder was installed in a company having a 150-employee blue collar work force. The model provided for rapid promotion and wage increases of both present employees and new hires, supported by skills training and basic education programs. A consultant first determined that the company was experiencing problems of recruitment of higher skill-level workers, retention of entry level laborers, reduced productivity, and poor quality workmanship. The demonstration produced changes. Plant atmosphere did not improve and negative attitudes toward entry workers increased because of a decline in the need to upgrade these employees. The project demonstrated that job redesign and job ladder constructions are feasible instruments for use in plants with flat occupational structures provided the skills ratio of unskilled and skilled employees is low, there is sufficient skills differentiation between lower and higher skill jobs, and there is sufficient promotion space. (Author/KH)

ED 080 675 VT 020 805

Johnson, Norbert
Occupational Orientation: An Introduction to the World of Work. Teacher's Edition.

Mississippi Research Coordinating Unit for Vocational-Technical Education, State College; Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date 73

Note—455p., Career Development Series 7001.

Available from—Curriculum Coordinating Unit for Vocational and Technical Education, P.O. Drawer DX, Mississippi State University, Mississippi State, Mississippi 39762

EDRS Price MF-\$0.65 HC-\$16.45

Descriptors—*Career Education, *Career Planning, Educational Programs, *Occupational Guidance, Occupational Information, Supplementary Textbooks, *Teaching Guides, Vocational Education

Identifiers—*Occupational Orientation

If methods of implementing career education are to be effective they must reflect not only an understanding of how career development occurs but also a knowledge of sound ideas for stimulating career exploration in young people. Comprehensive in scope, this guide to occupational orientation reflects a broad synthesis of resources and activities. The content includes cross-referenced materials correlated with information contained in the student's edition. Included in this, the teacher's edition, are: (1) an introduction explaining the organization of the publication and how it is to be used, (2) answers to general questions concerning career development, and (3) a copy of the entire student edition of the book. The 17 appendixes provide additional resource data on the world of work. The student edition provides a central core around which class activities may be structured. Following background information and review questions, the units contain a number of suggested classroom learning possibilities. The student's edition of the book is available as ED 057 235. (Author/SN)

ED 080 676 VT 020 808

Institute for Education and Technology: Annual Report, July 1, 1971 to June 30, 1972.

EDUTEK, Inc., Lincoln, Nebr. Inst. for Education and Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 72

Contract—OEC-0-71-1253

Note—390p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Conferences, Curriculum Research, Educational Guidance, *Educational Innovation, *Educational Research, Evaluation, *Instructional Materials, Instructional Media, *Models, Occupational Guidance, *Research Projects

The eight projects of the 1971-1972 operations of the Institute are described in this first annual report. Scientists from Missouri, Kansas, Iowa, and Nebraska have designed and developed each project, working on a performance contract basis to facilitate and improve the quality of the application of educational technology. Each project is described separately with its purpose, methodology, procedures, and results. The projects range over a wide area of interest and include: (1) Conferences of State and Regional Education Officials, (2) Demonstration School Project Development, (3) Vocational Materials Preparation, (4) Preparation of Curricular Materials for Training of Vocational Technical Teachers, (5) Media Institute Materials Preparation, (6) Conference on Evaluation Model, (7) Self-Instructional Career Guidance System Model, and (8) Reading Center Development. (MU)

ED 080 677 VT 020 826

Capson, A. Maurice

Eastern Utah Career Center at Price: Educational Specifications.

Capson Ed-Visors, Salt Lake City, Utah.

Spons Agency—Four Corners Regional Commission, Farmington, N. Mex.; Utah State Board for Vocational Education, Salt Lake City.

Pub Date 22 Jan 73

Note—71p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Education, Distributive Education, *Educational Equipment, *Educational Facilities, *Educational Specifications, Guidelines, Health Occupations, Trade and Industrial Education, Transportation, *Vocational Education

Identifiers—*Utah

Administrators and staff members of the College of Eastern Utah and the Carbon County School District along with specialists of the Utah State Department of Education developed specifications for a proposed career center, which were based on guidelines and decisions established by a vocational planning policy committee. The resulting specifications indicate: (1) the kinds and sizes of spaces needed in relation to the purpose for which they are to be used, (2) the utilities to be provided, (3) the acoustical, safety, and other

features to be included, and (4) the placement of spaces in relation to others in order to achieve the greatest convenience and utilization. Space allocations and special requirements are specified for auxiliary services and for the instructional areas of construction, cosmetology, distributive education, drafting, health services, metalworkers, mining technology, printing, and transportation. (SB)

ED 080 678 VT 020 843

The Development of Behavioral Objectives and Instructional Units in Selected Occupational/Technical Courses: A Pilot Project.

Dallas County Community Coll. District, Tex.; Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date [73]

Note—51p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Behavioral Objectives, Community Colleges, *Instructional Materials, Junior Colleges, Material Development, *Pilot Projects, Post Secondary Education, *Teacher Developed Materials, Teacher Workshops, Technical Education, *Vocational Education

Identifiers—*Texas

A pilot project was initiated in the Dallas County (Texas) Community College District to: (1) introduce the instructional staff to the use of behavioral objectives, (2) provide for the development of instructional capabilities in writing behavioral objectives and in building instructional materials, and (3) assure that the results of the behavioral objectives and instructional packages would achieve the ideal of relating the learning theories and strategies to the specific skill needs of the student and the community. To achieve the project objectives, instructors of technical-occupational and related courses were invited to submit proposals specifying the rationale for selection of the course, the ends to be achieved by participation in the project, and the process for achieving these ends. Proposals receiving a priority rating of "one" were funded, and the instructors of the approved proposals then attended a 2-day workshop in late spring 1972 designed to assist with the formulation of objectives and instructional units. Following the workshop, the instructors developed behavioral objectives and instructional units for their courses, which were field tested in the 1972-73 school year. A follow-up survey of 37 instructors revealed that the project enabled them to use commercially produced materials more judiciously and facilitated team teaching within and across division lines. (SB)

ED 080 679 VT 020 858

Smith, Joel

A Developmental Program of Occupational Education. Final Report.

Cobb County Board of Education, Marietta, Ga.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 73

Grant—OEG-0-70-4781(361)

Note—149p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Career Education, *Cluster Grouping, *Curriculum Development, *Developmental Programs, Disadvantaged Youth, *Occupational Clusters, Program Evaluation, School Community Relationship, Vocational Counseling, Vocational Education

Identifiers—Georgia

The goal of this project was to develop and implement a program of career education in a pilot cluster of schools in Cobb County, Georgia. The approach fused aspects of vocational education, guidance, and a broad-based curriculum into a systematic and sequential effort within the elementary, middle, and secondary schools. Such an effort was designed to facilitate a comprehensive education for all students by including development of work skills and attitudes suited to an area of rapid growth in population, industry, and technology. The project by design and by nature placed special emphasis on students who were culturally, economically, or otherwise handicapped or disadvantaged. Programs at all levels, guidance programs, and job placement services are detailed in the report. Based on three years' continuous in-house evaluation and on an outside evaluating, it was concluded that career education is an operational effort in Cobb County.

Georgia and that the activity-centered approach has gained widespread acceptance from students, teachers, administrators, and parents. The project staff concluded that career education promotes a community-wide feeling that education is the joint responsibility of the home, the school, and the community. Almost half of the document is comprised of the project evaluation from the Center for Occupational Education, North Carolina State University, Raleigh, North Carolina. (MF)

ED 080 680

VT 020 890

Fulmer, William E.

The Negro in the Furniture Industry. The Racial Policies of American Industry Series.

Pennsylvania Univ., Philadelphia. Wharton School of Finance and Commerce.

Spons. Agency—Ford Foundation, New York, N.Y.

Report No.—R-28

Pub Date 73

Note—207p.

Available from—University of Pennsylvania, Industrial Research Unit, The Wharton School, Philadelphia, PA 19104 (\$5.95)

Document Not Available from EDRS.

Descriptors—Employment, *Employment Patterns, *Employment Practices, *Furniture Industry, *Labor Economics, Manpower Needs, Manpower Utilization, Minority Groups, *Negro Employment, Occupational Surveys, Personnel Selection, Research

This is the twenty-eighth of a series of studies conducted to determine variances in industrial employment practices of Negroes and to develop appropriate hiring policies. This particular study sought to examine current racial employment policies in the furniture industry within the context of the industry's structure and history. Interviews with various furniture manufacturers in the U. S., census reports, and information obtained from the Equal Employment Opportunity Commission provided the data. As an industry highly concentrated in the South, the furniture industry racial employment policies appear to be more affected by labor market conditions than by any other factor. (Author/SN)

ED 080 681

VT 020 892

Economic Education Curriculum Guide: K-12.

Oklahoma Council for Economic Education, Oklahoma City; Oklahoma Curriculum Improvement Commission, Oklahoma City.

Spons. Agency—Oklahoma State Dept. of Education, Oklahoma City.

Pub Date 72

Note—139p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Business Education, Consumer Education, *Curriculum Guides, *Economic Education, *Elementary Grades, *Instructional Materials, Learning Activities, *Secondary Grades, Social Studies, State Curriculum Guides

Identifiers—*Oklahoma

This guide was developed as an aid to Oklahoma teachers in integrating economic ideas and related learning activities in the school curriculum. Primary application will be in the social studies because of the special relevance of economics to this area; however, business education and certain other areas also offer opportunities for developing economic understanding. The guide presents materials for the elementary level and the secondary level. Each section of each grade level begins with a brief overview discussing the major concepts, after which there is a listing of economic ideas and classroom activities. A glossary defining economic terms and listings of supplementary materials with economic content are included. (MF)

ED 080 682

VT 020 893

McCaleb, Omer

Project VIGOR: Vocational Cluster Education, Integrated and Articulated Grades 1 through 14 with Guidance Services, Occupational Exploration and Work Experiences Relevant to General Education. Final Report.

David Douglas Public Schools, Portland, Oreg.

Spons. Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 30 Jun 73

Grant—OEG-0-70-5187(361)

Note—157p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Articulation (Program), *Career Education, *Cluster Grouping, *Curriculum Development, *Developmental Programs, Occupational Clusters, Program Evaluation, Vocational Counseling, Work Experience Programs

Identifiers—Oregon, *Project VIGOR

Through Project VIGOR, the David Douglas Public School System in Portland, Oregon addressed itself to the objective of changing a conventional academically oriented general education system into one whose curriculum reflected the needs of all students from the primary through the secondary grades and including post-high school contact and placement assistance, where possible. Cluster courses and attendant work experience programs, together with articulation between grade levels and departments, were important growth areas in the project. Accomplishments of the project were largely in terms of an awareness of career education as part of the general curriculum. Project VIGOR as a guidance-oriented curriculum project whose visibility existed through changes in student behavior was considered successful. Appendixes contain a bibliography, cluster exploration at Grade 9, evaluation report, preliminary follow-up of 1972 seniors, programs, student job center, and an example of articulation activity. Related documents are available as ED 058 418 and ED 067 511. (Author/MF)

ED 080 683

VT 020 907

Cameron, Colin, Comp. And Others

Alcoholism in Employment: Bibliography and References, With Selected Annotations.

Contemporary Bibliographical Services, Madison, Wis.

Pub Date Jul 72

Note—89p.

Available from—Contemporary Bibliographical Services, P.O. Box 649, Madison, Wis. 53701 (\$6.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Alcoholism, Annotated Bibliographies, Behavior Patterns, *Bibliographies, *Cultural Context, Employment Problems, *Industrial Personnel, Management, Rehabilitation Programs, *Social Problems, Therapy, Work Environment

This collection of citations and references focusing on the culture of industrial alcoholism, its existence on the job, and its resolution extends from 1960 to June 1972, with some important works from earlier dates. The citations from books, articles, and newspapers, assembled to present a composite picture of the alcoholic worker's environment, are grouped in categories under the culture of alcoholism, alcoholism as it affects employees, drinking in the job setting, management confronts alcoholism, specific companies' programs, treatment and therapy, rehabilitation on and off the job, and citations of related interest including alcoholism and the family, male and female alcoholics, media and sources. Some multiple listings and cross-references were made but no indexes are provided. (MF)

ED 080 684

VT 020 910

Perry, P. J. C., Comp.

Vocational Training in the European Economic Community, with Particular Reference to its Likely Impact on British Training Policy and Practice.

British Association for Commercial and Industrial Education, London (England).

Pub Date Sep 72

Note—123p.

Available from—British Association for Commercial and Industrial Education, 16 Park Crescent, London W1N 4AP, England (no price quoted)

Document Not Available from EDRS.

Descriptors—*Adult Vocational Education, *Educational Policy, Educational Programs, Employment Programs, Exchange Programs, Foreign Countries, *Industrial Education, *International Programs, Management Education, *Manpower Development, Occupational Guidance, Personnel Management, Technical Education

Identifiers—EEC, *European Economic Community

This report documents the visits of a British delegation composed of representatives from three British vocational training organizations to the Commission of the European Economic Community (EEC) and to France, the Federal Republic of Germany, Italy, The Netherlands,

and Belgium during June 6-14, 1972. The key areas investigated were: (1) the EEC's common vocational training policy, (2) development of a common working program in vocational training, (3) vocational guidance, (4) vocational training of adults as part of employment policy, (5) harmonization of qualifications, (6) management training, (7) operation of the European Social Fund with reference to the retraining of manpower, and (8) the exchange of young workers. Individual reports are provided on these topics from visits and meetings in the various EEC countries with the use of structured questionnaires and background data studied over several previous months. The unofficial status of the delegation permitted more freedom and flexibility in discussions, and some organizations in the countries visited regretted that voluntary and professional organizations in their countries did not exercise the same influence as they did in Britain. Appended to the report are key documents on which the EEC's vocational training policy is based. (MF)

ED 080 685

VT 020 912

Anderson, William J. And Others

Guidance in Industrial Arts Education For the 70s.

American Council of Industrial Arts Supervisors, Washington, D.C.

Pub Date 71

Note—23p.

Available from—AIAA, 1201 16th St. NW, Washington, D.C. 20036 (\$1.25 per copy, 20 percent discount on order of ten or more)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Bulletins, Guidance, *Guidance Counseling, *Guidance Functions, Guidance Programs, *Industrial Arts, Industrial Education, *Occupational Guidance, *Teacher Responsibility

In no previous period has there been the emphasis placed on guidance and understanding of the individual's needs and capabilities as there is today. This document was prepared to identify the guidance function of industrial arts and present information that will assist the teacher in this area of the program. Guidance in industrial arts provides educational, social, and occupational information and meaningful tryout activities for children, youth, and adults in an effort to help them assume self-directive attitudes. Topics on which information is provided include: (1) the school guidance program, (2) teacher involvement, (3) guidance material selection, (4) occupational education, (5) studying occupations, and (6) career guidance techniques. Selected bibliographical references provide additional data on guidance and its function. (Author/SN)

ED 080 686

VT 020 913

Fried, Charles And Others

The Miner, His Job and His Environment: A Review and Bibliography of Selected Recent Research on Human Performance.

Bureau of Mines (Dept. of Interior), Washington, D.C.; National Bureau of Standards (DOC), Washington, D.C.

Report No.—BuMines-OFR-27-72; NBS-R-10868

Pub Date 2 Aug 72

Note—208p.

Available from—National Technical Information Service, Springfield, VA 22151 (PB 211 732, MF \$9.5, HC See catalog for hardcopy price)

Document Not Available from EDRS.

Descriptors—Abstracts, Accident Prevention, Bibliographies, Health Conditions, *Human Engineering, Injuries, *Literature Reviews, Physical Environment, *Safety Equipment, *Stress Variables, Task Performance, *Work Environment

Identifiers—*Mining

In a survey of the state of the art in ergonomics (human factors) as it has been applied to coal mining, approximately 1,200 references in the published literature both foreign and domestic were located. Abstracts of 49 references were prepared on such topics as the effects of environmental stress on health and productivity, accident prevention measures, protective clothing and equipment, training for safety and work, effects of the physical environment on miners, and psychological principles applied to mine problems. The report concludes that very little work has been done in the human factors of mining in the United States. Recommendations are

made for research into improving the miner's working conditions. (MF)

ED 080 687 VT 020 919
The Career Education Model Utilized by the Minnesota State Division of Vocational-Technical Education. Interim Evaluation Report.

Educational Management Services, Inc., Minneapolis, Minn.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Pub Date May 73

Note—23p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Cost Effectiveness, Demonstration Projects, *Feasibility Studies, Models, Pilot Projects, *Program Evaluation, Relevance (Education), *State Programs, *Vocational Education

Identifiers—*Minnesota

This is one of two reports being prepared as a third party evaluation of a project to determine the feasibility of the career education model being implemented in the vocational programs of the Minnesota State Department of Education. The purpose of this phase of the study was to make observations and provide information which would be helpful to decision makers at the State and local level in monitoring the project. Site visits to projects and interviews there with educational and administrative personnel were used to obtain the data. Since the inception of the project in 1971, the State Department has funded eight exemplary career education programs throughout the State. These agencies, responsible to the State Department of Vocational-Technical Education and to the Minnesota Research Coordinating Unit are manned in three types of communities, suburban, industrial-agricultural, and agricultural. Observations of the evaluation team on site visits are recounted in narrative form with a use of examples to show organizational strategies, processes, and projects. Areas for additional observation and investigation are summarized. (Author/SN)

ED 080 688 VT 020 920

Huber, Jake

The Role of the National System of Research Coordinating Units in the Research-to-Practice Continuum.

Nevada Occupational Research Coordinating Unit, Reno.

Pub Date Jun 73

Note—26p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agency Role, *Educational Research, Information Dissemination, Information Systems, *Interagency Coordination, *Research Coordinating Units, *Research Utilization

Identifiers—*National Institute of Education, NIE
Intended to stimulate and foster better communication, cooperation, and understanding between the National Institute of Education (NIE) and Research Coordinating Units (RCU) personnel, this report documents the compatibility between NIE's objectives and the current activities of the RCU's. In both general and specific terms, the activities of NIE are related to the complementary efforts of the RCU's. The major strengths of the RCU's lie in their inter-agency cooperation and positive administrative relations with local education agencies (LEA's) and national centers. One of the major achievements of the RCU program is the focusing of attention upon research in the field of vocational education. The following RCU functions among others are observed: (1) stimulating, facilitating, and coordinating innovative research and developmental efforts of individuals and groups, (2) producing and evaluating prototype innovative curriculums, (3) administering research-related grants and contracts with agencies and institutions, and (4) disseminating the results of research-related activities to facilitate further research and development, improve the rationality of educational decision-making, and speed the application of new knowledge and the adoption of worthy innovation practice. (Author/MU)

ED 080 689 VT 020 927

National Incomes Policy and Manpower Problems.

Proceedings of the Annual Research Conference in Industrial Relations (14th, Los Angeles, California, March 16, 1971).

California Univ., Los Angeles. Inst. of Industrial Relations.

Pub Date 72

Note—73p.

Available from—Institute of Industrial Relations, University of California, Los Angeles, CA 90024 (\$1.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conference Reports, Costs, Decision Making, *Economic Research, Employer Employee Relationship, Human Resources, Income, *Industrial Relations, Job Development, *Labor Economics, *Labor Turnover, Management, Manpower Utilization, *Public Policy

Identifiers—Inflation, Manpower Policy

Two current economic dilemmas concern how to increase the supply of money without risking further inflation and how to influence wage-price decisions. The major purposes of the conference presented in this document were to define a national incomes policy, to explore alternative approaches to wage-price decisions, and to assess their implications for labor-management relations. Another objective was to examine research in areas that have long-range implications for manpower planning, the turnover problem and the restructuring of jobs. Papers by management, labor, and university representatives discuss these issues from their individual points of view. (Author/MF)

ED 080 690 VT 020 933

Occupational Outlook for College Graduates. 1972-73 Edition.

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date 72

Note—276p.

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (S/N 2901-0942, \$2.85)

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*College Graduates, *Employment Opportunities, Employment Qualifications, Employment Trends, Guides, *Occupational Information, *Professional Occupations, *Reference Books

The Occupational Outlook for College Graduates is a guide to employment opportunities in a broad range of professional and related occupations for which a college education is required, is becoming increasingly necessary, or is the usual educational background for employment. The information is reprinted from the 1972-73 edition of the Occupational Outlook Handbook. In addition to information on outlook, each occupational statement presents information on the nature of the work, places of employment, education and training requirements, earnings, and working conditions. Also presented is a brief summary of the expected overall supply and demand situation for college graduates through the 1970's. (Author)

ED 080 691 VT 020 938

Employers and Young Adults Look at Vocational Education.

Ohio State Advisory Council for Vocational Education, Columbus.

Pub Date 73

Note—65p.

Available from—Ohio Advisory Council for Vocational Education, 5900 Sharon Woods Boulevard, Columbus, OH 43229 (Free)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Educational Programs, *Employee Attitudes, *Employer Attitudes, Employers, *High School Graduates, Job Training, Program Effectiveness, *State Surveys, Vocational Development, *Vocational Education, Vocational High Schools, Young Adults

Identifiers—*Ohio

With the constant and accelerating growth of vocational education in the State of Ohio and the increased dollars called for in its operation, some means of accountability to the public has become necessary. The program involves 23 percent of the students in the Ohio high schools. In the 1972-73 academic year 113,041 students were enrolled. This publication is intended to provide answers relating to the cost effectiveness of the program. Interviews with 1022 persons (employers and the young adults whom they employ) provided the data from which conclusions were drawn. The study itself makes no statement as to whether the use of any particular curriculum caused the young adults in the sample to have the attitudes and outlooks that they have. The findings of this opinion survey indicate however that there are differences today between young adults who are graduates of approved vocational

education programs and graduates of other curriculums, and that these differences are largely in the direction of making vocational graduates better employees, both in their own self concept and in the eyes of their employers. (Author/SN)

ED 080 692 VT 020 939

Difficulties of the Neighborhood Youth Corps In-School Program and its Management Problems. Report to the Congress.

Comptroller General of the U.S., Washington, D.C.

Report No—B-130515

Pub Date 20 Feb 73

Note—55p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Disadvantaged Youth, *Dropout Prevention, Dropout Programs, Federal Programs, Job Training, Management, *Program Evaluation, Surveys, Vocational Development, *Work Experience Programs, *Youth Employment, *Youth Programs

Identifiers—*Neighborhood Youth Corps, NYC

This document reports the results of a study to determine whether changes made in the Neighborhood Youth Corps' in-school component helped to decrease the school dropout rate among participants. Surveys of programs in Harris County, Texas, Norfolk, Virginia, and the Washington metropolitan area provided the data. Overall findings suggest that the in-school program has not changed dropout tendencies, indicating therefore that this component of the program has no significant effects on whether disadvantaged youth remain in school. Difficulties of the program and its problems are discussed in detail. (SN)

ED 080 693 VT 020 944

Ross, Harvey L.

Productive Employment of the Disadvantaged: Guidelines for Action. An Operating Manual.

Human Interaction Research Inst., Los Angeles, Calif.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development; National Alliance of Businessmen, Washington, D.C.

Pub Date Feb 73

Note—196p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Adult Basic Education, Ancillary Services, Consortia, *Disadvantaged Groups, *Educational Programs, Improvement Programs, Job Training, *Manpower Development, *Manuals, Promotion (Occupational), Skill Development, Supervisory Training, *Unemployed

Identifiers—*Job Opportunities in the Business Sector

Intended to provide information to employers who wanted to hire and train hard-to-employ, disadvantaged workers, this manual summarizes and distills the most important lessons learned from the experiences of a great many employers involved in the National Alliance of Businessmen (NAB) Job Opportunities in the Business Sector (JOBS) Program and other non-government-connected company programs to hire and train disadvantaged persons. The manual includes discussions about: (1) benefits and problems in hiring hard-to-employ persons, (2) issues to be confronted when determining the feasibility of engaging in a hiring and training program for disadvantaged workers, (3) guidelines for recruiting, screening, and hiring persons once the manpower training program is underway, (4) conducting job-related education and skills training programs, (5) orienting supervisors to disadvantaged workers, (6) needed support services such as counseling, child care, transportation, financial advice, legal aid, and medical services, (7) conducting an upgrading program to prepare workers for advancement, and (8) conducting a training program by forming a consortium with other local companies. A glossary, bibliography of suggested readings on manpower training, and index are provided. (SB)

ED 080 694 VT 020 952

Leverenz, Susan K. And Others

Management by Objectives Implementation Sequence.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Div. of Research, Planning, and Evaluation.

Spons Agency—Bureau of Educational Personnel Development (DHEW/OE), Washington, D.C.

Pub Date Jan 73

Note--56p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Behavioral Objectives, Educational Accountability, Evaluation Criteria, Flow Charts, *Guidelines, *Management Systems, *Objectives, *Program Development, Program Evaluation, State Departments of Education

Management by Objectives is a system which allows an organization to plan its course of action, assist individuals contributing to that course, and determine progress toward mutually accepted goals. The system allows every individual in the organization regardless of level and responsibility to know what is expected of him, where he may look for guidance and assistance, and with whom he is expected to coordinate in his work. This publication outlines, in detail, the steps followed by the Oklahoma State Department of Vocational and Technical Education when installing a Management by Objectives System. Included are guidelines for: (1) developing the organization's goals and objectives, (2) developing personal job functions and performance objectives for individual accountability in the process of achieving the overall goals and objectives of the organization, (3) establishing performance evaluation sessions to determine the success or failure in achieving the desired outcomes of the organization and the individual's responsibilities, and (4) implementing the management system. Flow charts and examples augment the guidelines. (SB)

ED 080 695 VT 020 962

A Systems Approach to Vocational Teacher Education: Progress Report 1972-1973.

Wayne State Univ., Detroit, Mich. Dept. of Vocational and Applied Arts Education.

Spons Agency--Michigan State Dept. of Education, Lansing.

Pub Date 73

Note--86p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Educational Programs, Inservice Teacher Education, *Performance Based Teacher Education, Pilot Projects, Preservice Education, *Systems Approach, *Teacher Education, Teacher Programs, *Vocational Education Teachers

This report documents the activities and accomplishments of a 3-year vocational project during the 1972-73 operational year. The objective of the project was to develop a competency-based teacher education program for the preparation of vocational teachers. The major activities completed during the year were: (1) the revision and implementation of a pre-certification instructional system, (2) construction of criterion-referenced tests, (3) the incorporation of a model of field-based operations in the Pre-Certification Program, (4) the initiation and implementation of a series of in-service teacher education workshops, (5) evaluation and revision of the management information subsystems, and (6) development of new management information subsystems. Focal points for the next project year, include: (1) the continued design and implementation of inservice and graduate programs, (2) the implementation of field-based operations in vocational and applied arts education programs, (3) continued refinement of preservice and inservice programs, (4) evaluation and refinement of management information subsystems, (5) final documentation of the subsystems, and (6) project evaluation. Related documents are available as ED 076 746-ED 076 748. [Reproduced from best available copy.] (Author/SN)

ED 080 696 VT 020 963

Bingner, Charles

Articulation of Occupational Orientation, Education and Placement in Private and Public Elementary, Secondary and Post-Secondary Schools. Interim Report. (April 1, 1972-March 31, 1973).

Wisconsin State Board of Vocational, Technical, and Adult Education, Sheboygan.

Spons Agency--Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 8 Jun 73

Grant--OEG-0-71-1027(361)

Note--52p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Articulation (Program), *Career Education, Career Planning, Demonstration Projects, *Developmental Programs, Elementa-

ry Grades, *Job Placement, Occupational Information, *Pilot Projects, Post Secondary Education, Secondary Grades, Vocational Development, *Vocational Education

Identifiers--Sheboygan

Summarized in this interim report are the proceedings and accomplishments of a career education exemplary project for the period 1972-73. Piloted in public and private elementary, secondary, and post secondary schools, the project provides for orientation and exploration into career opportunities, work experience, and job placement. Contained are an overview of the project, project activities, detailed explanations of each of the program components, and highlights of a followup study involving the 1962 and 1964 through 1971 graduates of North High School of Sheboygan, Wisconsin. (SN)

ED 080 697 VT 020 969

Guidelines for A Comprehensive Educational Program for the State of Idaho.

Idaho State Board of Vocational Education, Boise.; Idaho State Dept. of Education, Boise.

Pub Date 20 Sep 72

Note--47p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Academic Education, *Career Education, Educational Objectives, *Educational Programs, Graduation Requirements, Guidance Services, *Guidelines, *Program Development, *State Programs, Vocational Education

Identifiers--Idaho

This publication is designed to assist local school districts and other educational agencies in implementing career education in Idaho. Career education is part of a comprehensive education program and should not be conceived as a time segment of education such as vocational education or academic education. The basic educational objectives should incorporate career education as a major activity throughout the curriculum. The document presents a career education model, objectives for guidance services, elementary and secondary programs, career education implementation plans, and proposed basic standards for completion of high school. Examples for implementing career education into the basic subjects are included. (MF)

ED 080 698 VT 020 977

A Technology of Health Manpower Utilization: Uniform Measurement and Evaluation.

National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.

Report No--DHEW-NIH-73-429

Pub Date Jan 73

Note--67p.; Originally Published by the National Center for Health Services Research and Development, Health Services and Mental Health Administration, in June 1972 as DHEW-Pub-(HSM)-72-3040; Reprinted in January 1973

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Abstracts, *Annotated Bibliographies, *Evaluation, Health Occupations, *Health Personnel, Indexes (Locators), Manpower Needs, *Manpower Utilization, Measurement, Research Reviews (Publications), Subject Index Terms

This annotated bibliography documenting the range of recent studies of manpower utilization is intended to stimulate qualified investigators to begin a systematic, technologically sound ordering of human manpower and skills in the health field. To correct the existing inefficient distribution of manpower in the health industry, more appropriate distribution of tasks among health workers is needed. The research resumes are arranged by accession number and include document titles, index terms, and abstracts. Indexes of subject terms and personal and organizational authors are supplied and details on how to order the National Technical Information Service documents are given. (Editor/SN)

ED 080 699 VT 020 978

Thal-Larsen, Margaret Nagarvala, Phiroze

First Survey of High School Students' Needs for Labor Market Information in Career Decision-Making. Human Factors in Technology Research Group Working Paper.

California Univ., Berkeley. Human Factors in Technology Research Group.

Spons Agency--Manpower Administration (DOL), Washington, D.C.

Report No--HFT-71-5

Pub Date May 71

Note--38p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--*Career Planning, *High School Students, *Information Needs, Information Systems, Labor Market, Occupational Choice, Occupational Guidance, *Occupational Information, School Surveys, *Student Attitudes

Identifiers--Berkeley High School, California

This survey involving some 165 students from California's Berkeley High School was conducted to explore the requirements for the design of a labor market information system for a large metropolitan area. The students who were surveyed gave the following information: (1) The majority of the students wanted to know more about their chosen field, (2) Only about half of the students had ever talked with counselors about their future careers, (3) Slightly more than half of the students had read about jobs in career pamphlets and books obtained primarily from the city library, (4) As to the content of information, the largest number of students wanted primarily information on the training and education needed for jobs, (5) Students overwhelmingly endorsed direct contact with the world of work as a means of learning about it, (6) Most of those who had made career choices made them on the basis of courses taken or personal contact with people in the occupations, (7) Most of the students surveyed chose white collar occupations, and (8) Most believed that their mothers more than their fathers wanted them to choose a certain career. The students sampled were not representative of the student body in a strictly statistical sense and so their views do not necessarily hold for the student body. (SN)

ED 080 700 VT 020 981

Mills, Hugh L., Sr., Ed. Picher, Palmer, C., Ed. **Vocational-Technical Education: A Plan for Monroe County, Florida.**

Educational and Professional Systems, Inc., Fayetteville, Ark.

Spons Agency--Monroe County Board of Public Instruction, Key West, Fla.

Pub Date Mar 73

Note--186p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors--*Career Education, *County School Systems, Course Descriptions, Economic Factors, *Educational Needs, *Educational Programs, Employment Projections, Manpower Needs, Program Planning, Surveys, Technical Education, *Vocational Education

Identifiers--Florida, Monroe County

Suggested vocational-technical education programs for the Monroe County Florida school system are presented along with recommendations to implement the principle of coordinated career education in the public schools. Expansion of vocational-technical programs is emphasized to expose all students from kindergarten through Grade 12 to career education opportunities. The economy of the State and manpower projections are discussed, with particular attention to conditions in the Florida Keys, the area of Monroe County. The Keys' unique physical setting provides easy living but its human resources are ill-trained and unprepared for the future. To obtain information on the area's educational and manpower needs, surveys were conducted of residents, businesses, educators, and former vocational students. As a result of the total study, a comprehensive career education program from kindergarten through Grade 14 was recommended, with programs through Grade 5 to create an awareness of work, in Grades 6-8 to provide exploration of work possibilities, in Grades 9-12 for preparatory job training vocational-technical courses, and with postsecondary technical training at the Florida Keys Community College, a vocational center. Appended are general economic data and survey forms used in the study. (MF)

ED 080 701 VT 020 983

Wunsch, Alan P.

EPDA Leadership Development Program. Graduate Study Research, and Internship in Vocational Education. Final Report (July 1970-June 1973).

California Univ., Los Angeles. Graduate School of Education

Pub Date 30 Jun 73

Note--42p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors--Developmental Programs, Educational Programs, *Educational Research,

*Graduate Study, *Internship Programs, *Leadership Training, Projects, *Vocational Education

Identifiers—Education Professions Development Act, EPDA, University of California (Los Angeles)

This 3-year leadership development project was conducted to provide 18 selected vocational education teachers with an opportunity for graduate study in vocational education, research, and related areas, and to provide internship experiences in State and local educational systems, enabling participants to complete requirements for the degree, Doctor of Education. The faculty of the Graduate Consortium in Vocational Education at the University of California at Los Angeles was directly responsible for the project. Most of the students involved had enrolled in adult, vocational, business, and technical education programs. General university policies, departmental qualifications, and criteria outlined in the Education Professions Development Act were used in selecting the students. Evaluations were made by awarders at the mid-point and the end of the project. Those observations as well as details of developmental activities, and biographical summaries of participants are included. (SN)

ED 080 702 VT 020 986

Hunt, Joseph

Manpower As an Asset in a Growth Economy.

British Association for Commercial and Industrial Education, London (England).

Pub Date May 71

Note—10p.; Presented at the Annual Willis Jackson Lecture (Second, December 9, 1970)

Available from—British Association for Commercial and Industrial Education, 16 Park Crescent, London W1N 4AP (no price quoted)

Document Not Available from EDRS.

Descriptors—Coordination, Economic Development, Educational Resources, *Educational Responsibility, Foreign Countries, *Industrial Education, Industrial Training, *Management Development, *Manpower Development, National Programs, *Public Policy, Social Change, Speeches

Identifiers—*Great Britain

Problems within the United Kingdom are social and political and if our British system is to work successfully, it can do so only on the basis of a skillful, adaptable, and educated people. Education, as our means of social progress, must equip our young people to think for themselves and to make effective personal decisions. Further education is responsible for personal development; a mere training on an industry-by-industry basis won't do it. Resources within both further education through the Regional Advisory Councils and industrial training through the Industrial Training Act need to be linked in a cooperative effort toward the development of manpower to raise the standards of management practice. If we are willing to broaden our views of education and training, our social progress will be better assured. (Author/MU)

ED 080 703 VT 020 987

Ollerenshaw, Kathleen

Manpower Planning—The Threat or Spur to Education.

British Association for Commercial and Industrial Education, London (England).

Pub Date Feb 72

Note—12p.; Presented at the Annual Willis Jackson lecture (3rd, December 6, 1971)

Available from—British Association for Commercial and Industrial Education, 16 Park Crescent, London W1N 4AP (no price quoted)

Document Not Available from EDRS.

Descriptors—*Educational Needs, *Educational Philosophy, Foreign Countries, *Higher Education, Industrial Training, Manpower Development, Manpower Needs, *Public Policy, *Vocational Education

Identifiers—*Great Britain

In England's recent history the country's best self-interest has been to provide more, better, and longer education. Following the post-war population growth, the raising of school-leaving age, and free secondary education for all, the massive rise in further education was a part of the general increase in full-time higher education. Changing demands in education reflected a new social attitude toward equipping the handicapped with educational experiences, equal schooling for women, and a response to increased manpower

needs. As it expands, our educational system tends to become a self-generating force when internal pressures are likely to promote growth independently of need. In this situation one needs to be aware of the following hazards of using manpower needs to direct education: (1) a practice of narrow, early specialization, (2) a too detailed matching of courses to current employment needs, (3) a restricted freedom to initiate new courses, (4) manipulating the educational system to meet manpower forecasts, and (5) attitudes toward degrees as automatic door openers to employment opportunities. Vocationalism in education becomes a threat only when it is allowed to lead to a narrowing rather than a broadening of thought and endeavor. (Author/MU)

ED 080 704 VT 020 988

Conley, Howard Keaton

An Investigation of the Attitudes of School Administrators and School Board Presidents Toward Career Education in Public Schools of New Mexico.

Pub Date Jul 73

Note—133p.; Ed.D. dissertation, New Mexico State Univ., Las Cruces

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Administrator Attitudes, Boards of Education, *Career Education, Comparative Analysis, Doctoral Theses, *Educational Attitudes, *Educational Research, Public Schools

Identifiers—*New Mexico

In an effort to assess, compare, and contrast the attitudes of school administrators and board of education presidents toward career education in the public schools of New Mexico, 88 school districts in the State were surveyed. Findings included: (1) Most of the respondents agreed with the existing State-adopted career education definition with integration of career-oriented courses and activities into the present curriculum, (2) Funding for career education was given priority over teacher's salaries, general curriculum development, and student activities, (3) Only a small percent of elementary principals rated career education as their first or second priority, (4) Slightly positive attitudes were generally held by all groups surveyed, (5) No significant difference was found in attitude toward career education relative to the undergraduate degree obtained. Respondents not having a baccalaureate degree, however, had a less positive attitude toward career education than did degree holders, (6) A negative correlation existed between age of respondent and attitude held toward career education, and (7) A slightly positive relationship existed between years of work experience outside the field of education and attitude displayed toward career education. (Author/SN)

ED 080 705 VT 020 989

Symposium on Part-Time Technical and Vocational Education. Noordwijk, Netherlands, March 29-April 3, 1971.

Council of Europe, Strasbourg (France). Committee for General and Technical Education.

Report No.—CCC/EGT-71-16

Pub Date 23 Jul 71

Note—46p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Apprenticeships, Continuous Learning, *Cooperative Education, *Open Education, Released Time, School Industry Relationship, Symposia, *Technical Education, *Trade and Industrial Education, *Work Study Programs, Youth Opportunities

Identifiers—Europe

This document reports the proceedings of a symposium organized to examine the aims and forms of part-time technical education for skilled workers and technicians, particularly in the apprenticeship stage, and to identify common problems and trends in this field. Summaries of addresses, lectures, school visits, and working group sessions are presented. The members of the symposium concluded that part-time education seems to be indispensable to modern society. It helps to fit each person to his own way of life, increases mobility, and offers opportunity for retraining and upgrading. Part-time education must be closely related to actual needs and such schooling, coupled with training in the firm

whether or not there is an apprenticeship agreement, seems to be the most efficient means. All young people have the right to both general and technical education and also to continuing education if desired. Employers and the State must create the necessary time and institutions to enable young workers to benefit from the combination of school and work and to prepare to meet the needs of the economy. (MF)

ED 080 706 VT 020 990

The Kansas Guide for Career Education. Continuous Development: Kindergarten through Adult.

Kansas Advisory Council for Guidance and Pupil Personnel Services, Topeka.; Kansas State Dept. of Education, Topeka.

Spons Agency—Missouri Univ., Columbia.

Pub Date 73

Note—26p.

Available from—Kansas State Department of Education, Kansas State Education Building, 120 East 10th Street, Topeka, Kansas 66612 (no price quoted)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Adult Education, *Career Education, Developmental Programs, Elementary Grades, Guidelines, *Guides, Integrated Curriculum, Manuals, Models, Post Secondary Education, Secondary Grades, State Curriculum Guides, *State Programs, Statewide Planning

Identifiers—*Kansas

This handbook, developed by educators in Kansas working in career education programs is a guide for local school districts in integrating career education into the existing curriculum. The 20-element Kansas model is based upon four components of self, work, leisure, and resources. The objectives of awareness, orientation, exploration, selective formulation, and action are examined within each component and a step-by-step outline is given of four procedures necessary for organizing, implementing, and managing a developmental career education program. An appendix includes a bibliography, a glossary of terms, and a graph of the U.S. Office of Education's Occupational Clusters. (MU)

ED 080 707 VT 020 991

National Planning of Vocational and Technical Training, 1972.

Colombo Plan Bureau (Sri Lanka).

Pub Date Jun 72

Note—128p.; Summary Record of Proceedings of Colombo Plan Seminar (5th, Kathmandu, Nepal, June 12-15, 1972)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Conference Reports, Developing Nations, Foreign Countries, Job Training, Manpower Development, *Manpower Utilization, *Regional Planning, *Seminars, Speeches, Technical Assistance, *Vocational Development

Identifiers—*Colombo Plan, South and Southeast Asia

This document contains the proceedings of the fifth of a series of seminars developed by the Colombo Plan Bureau to serve as a catalyst in the planning and development of skilled manpower in the Colombo region of south and southeast Asia. The seminars resulted from a realization that the shortage of technical and skilled manpower in the area is mainly due to the inadequacy of existing facilities and the lack of a well-planned program to meet manpower needs. Some 52 persons representing governmental agencies, the university, technical education, management development institutions, industry, and foreign experts attended the seminar. Discussions at the meetings centered around four working papers: (1) "The Basic Elements in a National Plan for Vocational and Technical Training" by G. Espinosa, (2) "Manpower Requirements in Planning Vocational and Technical Training in Nepal" by K. Tuladhar, and (3) "The Role of Industry as a User and Producer of Technically Trained Personnel in Nepal" by J. Shrestha. Texts of the main speeches, reactionary statements, names of participants, addresses given by other participants, and background information providing the framework for the seminar are included. (Author/SN)

ED 080 708 VT 020 992

Directory of Education and Training Programs for Health Occupations in North Dakota, South Dakota, Minnesota and Montana.

North Dakota State Dept. of Health, Bismarck.
Div. of Health Planning.

Pub Date 73

Note—99p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Admission Criteria, Colleges, *Directories, *Educational Programs, *Health Occupations Education, Hospitals, *Occupational Information, Universities, Vocational Schools

Identifiers—Minnesota, Montana, North Dakota, South Dakota

This directory contains information concerning health occupations training programs in North Dakota, South Dakota, Minnesota, and Montana. It is intended to provide a picture of health education training programs in the four-State region to health professionals, educators, counselors, and other interested persons. The material is indexed by occupation and by institution and also includes job descriptions for various health occupations. The programs listed include academic entrance requirements, length of program, tuition, certificate or degree granted, and other data. (MF)

ED 080 709 VT 020 993

Alwell, William

New York State Occupational Education Mini-Grant Program. 1972 Final Report.

New York State Education Dept., Albany. Bureau of Occupational Education Research.

Pub Date Apr 73

Note—43p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Demonstration Projects, Developmental Programs, Educational Improvement, *Educational Innovation, *Educational Research, Incentive Grants, Instructional Innovation, *State Programs, *Vocational Education

Identifiers—*New York

The mini-grant concept has emerged in recent years as a specific catalyst for the promotion of educational change. A mini-grant is a small grant awarded to an individual (usually a teacher or supervisor) in order that he might investigate or further develop an idea within the classroom or school setting. Developed in the State of New York, this concept and the 19 funded projects for the 1972 year are highlighted in this document. Given are a list of the research topics and names of the investigators as well as abstracts of the studies, denoting project titles, names and addresses of researchers, funding allotments, and names of sponsoring agencies. Rules and regulations governing proposal design and qualifications for the mini-grant award are appended as is a sample of the form to be used in making final project reports. (Author/SN)

ED 080 710 VT 020 994

Olson, LeVene A. And Others

Career Education Institutes. A Report on an EPDA Project Entitled: Strategies for Developing Career Education Programs.

Marshall Univ., Huntington, W. Va. Dept. of Vocational-Technical Education.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; West Virginia State Dept. of Education, Charleston. Bureau of Vocational, Technical, and Adult Education.

Pub Date [72]

Note—146p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Career Education, Curriculum Development, Industrial Arts, *Institutes (Training Programs), Participant Involvement, Practicums, Program Evaluation, *Program Planning

Identifiers—*Education Professions Development Act, EPDA

Five career education institutes were conducted in West Virginia for 128 superintendents, principals, directors of vocational education, curriculum specialists, and guidance personnel representing 30 counties in the State. The general objective of the institutes was to provide meaningful information and experience upon which educators in local school systems would be able to make decisions relative to planning and implementing career education programs. This document contains the institute program, presentations and activities, list of participants, and evaluation. Papers were presented on task and process in career education, career education

principles, career education—boon or boondoggle, the Lincoln County exemplary model, industrial arts role in career education, career education curriculum development, and career education practicum. Evaluation instruments and test scores are appended. (MF)

ED 080 711 VT 021 001

York, Edwin And Others

Senior High Learning Resources for Career Education.

New Jersey Occupational Resource Center, Edison.

Pub Date 73

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Aids, *Career Education, Career Planning, Catalogs, *Instructional Aids, Instructional Materials, Occupational Information, *Resource Guides, *Resource Materials, Secondary Grades

This resource guide was developed to provide a record of the resources available to school media centers in their effort to support career education at the senior high school level. Included with descriptive overviews are listings of: (1) devices for individualized instruction, (2) simulations and instructional games, (3) guidance kits, (4) cassette tapes, (5) transparencies, (6) filmstrips, (7) films (8mm and 16mm), (8) slides, (9) professional books and documents, and (9) selected books for students. A subject index and a listing of the names and addresses of publishers and suppliers further detail the guide. (SN)

ED 080 712 VT 021 002

York, Edwin And Others

Grades 7, 8, and 9 Learning Resources for Career Education.

New Jersey Occupational Resource Center, Edison.

Pub Date 73

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Aids, *Career Education, Career Planning, Catalogs, *Instructional Aids, Occupational Information, *Resource Guides, *Resource Materials, Secondary Grades

This guide was developed to provide a record of the instructional resources available to media centers for use in Grade 6 through 8. Included and annotated are listings of: (1) simulations and instructional games, (2) devices for individualized instruction, (3) guidance kits, (4) cassette tapes, (5) filmstrips, (6) Films (8mm and 16mm), (7) professional books and documents and (8) books for students. Announcements of publishers and suppliers supplement the text as does a subject index. (SN)

ED 080 713 VT 021 003

York, Edwin And Others

Elementary School Learning Resources for Career Education. "Putting It All Together" for K-6 New Jersey School Media Centers and Libraries.

New Jersey Occupational Resource Center, Edison.

Pub Date 73

Note—28p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Audiovisual Aids, *Career Education, Career Planning, Catalogs, Elementary Grades, *Instructional Aids, Instructional Materials, Occupational Information, *Resource Guides, *Resource Materials

This guide was developed to provide a record of the current resources available for school media centers as they seek to support career education in the elementary grades. Included with complete descriptions are announcements of: (1) kits for classrooms, (2) a variety of basic learning materials, (3) instructional equipment for use in teaching various concepts, (4) devices for individualized instruction, (5) simulations and instructional games, (6) guidance kits, (7) filmstrips and films, (8) professional books and documents, and (9) selected books for students. The names and addresses of publishers and suppliers are listed and a subject index is provided. (Author/SN)

ED 080 714 VT 021 004

Douty, H.M.

Labor Law and Practice in Great Britain.
Bureau of Labor Statistics (DOL), Washington, D.C.

Report No—BLS-R-409

Pub Date 72

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Employment Practices, *Foreign Countries, Human Resources, Industrial Relations, Labor Conditions, Labor Demands, *Labor Economics, *Labor Laws, *Labor Legislation, Labor Market, Management, Manpower Needs

Identifiers—*Great Britain

This 4-part report is one of a series prepared to provide background material for United States businessmen and others employing local workers abroad, trade union and labor specialists, consulting economists, and students. The data used were obtained from personnel in London's Departments of Employment, Health and Social Security, the Commission on Industrial Relations from British trade union officials, persons in the Ministry of Health and Social Services, and the Ministry of Community Relations in Belfast, Northern Ireland. Contained in the report are: (1) an overview of the geographical, political, cultural, social, and economic factors characteristic of the country and its workers as well as its manpower resources, (2) a discussion of governmentally instituted labor laws and their effect on labor, (3) a detailed summary of existing problems in labor management and industrial relations, and (4) a description of existing employment conditions in Great Britain. A selected bibliography, tables, charts, and established labor laws supplement the text. (Author/SN)

ED 080 715 VT 021 006

Possibilities: Career Exploration; 54 Occupational Profiles for Career Guidance in Secondary Schools.

Los Angeles City Schools, Calif. Comprehensive Career Education Research Unit.

Spons Agency—California State Dept. of Education, Sacramento.

Pub Date 72

Note—115p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Career Education, *Career Opportunities, *Occupational Clusters, Occupational Guidance, *Occupations, *Secondary Grades

Identifiers—Career Exploration, *Los Angeles
A collection of 54 career profiles was prepared for use in the Comprehensive Career Education Model being developed in the Los Angeles school district. Each profile is written in the first person and indicates that the individual enjoys his work and is involved in work which corresponds to his interests and abilities. The occupations were chosen to represent jobs in 12 general interest areas or career clusters. The material was gathered by means of a questionnaire asking individuals to tell about their occupations. (MF)

ED 080 716 VT 021 014

Transportation Safety Education and Manpower Training.

Florida Technological Univ., Orlando. Coll. of Engineering; Office of the Assistant Secretary for Environment, Safety, and Consumer Affairs (DOT), Washington, D.C.

Pub Date Jan 73

Note—84p.; Summary Report of a workshop (Florida Technological University, Orlando, Florida, November 13-17, 1972)

Available from—Transportation Systems Institute, Florida Technological University, Box 25000, Orlando, FL 32816

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Accident Prevention, Educational Programs, *Manpower Development, *Safety Education, *Transportation, *Workshops

In an effort to aid in the improvement of transportation safety, a workshop involving the efforts of transportation officials, operators, government officials, and educators was instituted to formulate policies for education and manpower training in the area. The proceedings, findings, and recommendations of the workshop team are presented in this document. Part One presents a general overview and summary of the conclusions and recommendations made, and Part Two contains an explanation of workshop proceedings and provides the framework and rationale on which conclusive findings and recommendations were based. The recommendations are grouped under the headings: (1) Problems in Transportation Safety, (2) Skills and Disciplines Required in Transportation Safety, (3) Organizational Considerations for Transportation Safety Programs,

(4) Public Education Requirements for Transportation Safety Awareness, and (5) Manpower Development and Training Requirements for Transportation Safety. (Author/SN)

ED 080 717 VT 021 018

The AIR-BAVTE Career Education Curriculum for Grades K-9. Summary Information.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.

Pub Date 1 Jun 73

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Course Content, Curriculum, *Curriculum Guides, Elementary Grades, Integrated Curriculum, Models, Occupational Clusters, Occupational Information, Secondary Grades

Identifiers—*AIR BAVTE Curriculum

A model curriculum design is summarized for the integration of career education into Grades K through 9. Included are: (1) a descriptive overview of the curriculum design, (2) lists of members of the three review teams and the advisory panel, and (3) figures and tables depicting the scope, objectives, and concepts covered by the curriculum, and estimation of the content covered by grade level, and codes for objectives covered in the cognitive and affective domains across curriculum areas. Graphs, figures, charts, and listings are used to present most of the information in the document. (SN)

ED 080 718 VT 021 031

Prewitt, Roger W.

An Investigation of the Effectiveness of Four-Year Industrial Technology Programs in Preparing Industrial Electronic Technicians to Meet the Requirements of Industry.

Pub Date 73

Note—171p.; Ed.D. Dissertation, Northern Colorado Univ., Greeley

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, MI 48106 (MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Doctoral Theses, *Educational Needs, *Educational Programs, Educational Research, Electronics Industry, *Electronic Technicians, Industrial Education, *Industrial Technology, Job Skills, *Program Effectiveness, State Surveys

To determine the effectiveness of the 4-year industrial technology programs in preparing industrial electronic technicians for employment in industry, data were obtained through an opinionnaire, which was sent to the higher education institutions offering a 4-year electronic technician program and to selected industrial representatives located in eight southern states. Data indicated a strong general agreement between education and industry concerning skills and knowledge the technician should have. The most obvious exception concerning skills was that industry indicated the technician should be competent in the use of woodworking hand tools, while education disagreed. Another difference concerned the use of lasers and related equipment. Education agreed that this was necessary, while industry was undecided. With reference to areas of knowledge, education agreed that the technician should possess a command of axonometric projection, human physiology, psychology, managerial accounting, and all levels of American government. Industry was undecided about the importance of these knowledge areas. Conversely, industry indicated the technician should have a knowledge of basic cost accounts while education was undecided. (Author/SB)

ED 080 719 VT 021 034

Marquardt, Lloyd D. McCormick, Ernest J.

Attribute Ratings and Profiles of the Job Elements of the Position Analysis Questionnaire (PAQ).

Purdue Univ., Lafayette, Ind. Occupational Research Center.

Spons Agency—Office of Naval Research, Washington, D.C. Personnel and Training Research Programs Office.

Report No.—TR-1

Pub Date Jun 72

Note—37p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Correlation, Individual Characteristics, *Item Analysis, Job Analysis, *Job Skills, Personnel Evaluation, *Predictive Validity, *Rating Scales, Reliability, Vocational Aptitude

The primary purpose of this study was to obtain estimates of the human attribute requirements of the job elements of the Position Analysis Questionnaire (PAQ). A secondary purpose was to explore the reliability of job-related ratings as a function of the number of raters. A taxonomy of 76 human attributes was used and ratings of the relevance of these attributes to each of the PAQ job elements were obtained. Conclusions drawn from these analyses were: (1) Raters are able to rate the relevance of human attributes to job elements in a structured job analysis instrument such as the PAQ with respectable reliability, and (2) A large number of human attributes appear to be relevant to the job elements of the PAQ. Implications drawn from these conclusions were: (1) The attribute profiles of the PAQ job elements seem to be of potential use in determining job attribute requirements through job analysis with the PAQ, and (2) Such profiles, in turn, may be useful in establishing the synthetic validity of personnel tests. The determination of the reliability of the ratings as a function of the number of raters resulted in the conclusion that 8 to 10 raters usually would provide reasonably reliable ratings. (Author/MF)

ED 080 720 VT 021 041

Semiannual Report on State Research Coordinating Unit Activities for the Period July 1, 1972-December 31, 1972.

Center for Adult, Vocational, Technical, and Manpower Education (DHEW/OE), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date Jun 73

Note—80p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Coordination, Educational Research, Reports, *Research Coordinating Units, *Research Projects, *State Programs, *Vocational Education

This report documents the operational efforts of State Research Coordinating Units in the United States and Puerto Rico for the first six months of the 1973 fiscal year. The purpose of the report is to provide information which will serve to alert project directors, vocational leaders, and educators to the research and developmental activities currently being conducted and thus reduce duplication of effort. Included in alphabetical order by State are descriptive summaries of the projects, their titles, and names of the directors and/or sponsoring agencies. (SN)

ED 080 721 VT 021 043

Lerner, Philip R., Comp.

Social Security Disability Applicant Statistics, 1968.

Social Security Administration (DHEW), Washington, D.C. Office of Research and Statistics.

Report No.—DHEW-SSA-73-11911

Pub Date Jun 72

Note—105p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Employment Experience, *Federal Programs, *Handicapped, *Insurance Programs, *Participant Characteristics, *Physically Handicapped, Statistical Data

Identifiers—Social Security Act

About one of every 10 dollars in social security benefits under the old-age, survivors, and disability insurance program (OASDI) goes to disabled workers or their families. By the end of 1969, nearly 2,500,000 workers and dependents and 40,000 widows and widowers were receiving some form of social security disability compensation, while another 260,000 adults were beneficiaries under the childhood disability provision of OASDI. This report, based on a sample of disability records, examines the basic characteristics and employment experience of applicants for OASDI disability benefits for whom determinations were made during calendar year 1968. This series of data has been published annually since 1957. (Author)

ED 080 722 VT 021 046

Research and Development Project in Career Education. Final Report. (January 3, 1972-July 3,

1973). Also Final Evaluation Report for TAOSCORE Project.

Taos Municipal Schools, N. Mex.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C.; New Mexico State Dept. of Education, Santa Fe. Div. of Vocational Education.

Pub Date 3 Aug 73

Grant—OEG-0-72-0779

Note—168p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Career Education, *Developmental Programs, Elementary Grades, Inservice Teacher Education, Integrated Curriculum, Occupational Guidance, *Program Evaluation, *Research Projects, Secondary Grades, Student Placement, Summative Evaluation, Vocational Development, Work Experience Programs

Identifiers—*New Mexico, Taos

New Mexico's career education development, testing, and demonstration project operated in the Taos Municipal School District had as its objectives to: (1) develop and implement an elementary school program to increase career awareness, (2) improve guidance and counseling services at all grade levels with special emphasis on career orientation and exploratory experiences for junior high school students, (3) provide job preparation in occupational areas for senior high school students with special emphasis on work experiences and cooperative education opportunities, and (4) establish a placement service to insure the placement of all students in a job, a postsecondary occupational program, or a baccalaureate program. This document describes the project design, procedures, and results. An independent summative audit of the findings indicated that the program objectives were broader in scope than in depth. Teacher, counselor, and administrator effort varied from intense to superficial. Components operated as intended at some schools but not at others. The evaluation findings led to the recommendation that the program not be refunded by the State or Federal governments. Future productivity seems best provided through in-house services detailed findings and comments are presented in the final report and in the evaluation. Materials developed during the project are appended. (MF)

ED 080 723 VT 021 050

Kelley, Marjorie G.

The Value Orientation Test: An Exploration of the Culture of Poverty Thesis Using a New Projective Instrument. Center Research and Development Report No. 15.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Div. of Research and Development Resources.

Report No.—Cen-R&D-R-15

Bureau No.—BR-7-0348

Pub Date 72

Grant—OEG-2-7-070348-2698

Note—160p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Cultural Traits, *Disadvantaged Groups, Educational Needs, Manpower Development, Personal Values, *Poverty Research, *Projective Tests, Rural Areas, Scoring Formulas, Test Construction, *Work Attitudes

Identifiers—*Value Orientation Test, VOT

The need for a new projective instrument for use with low-income, disadvantaged populations is postulated in this study, and the development of such an instrument, the Value Orientation Test (VOT), is undertaken. With a theoretical foundation drawn from the "culture of poverty" school of thought, the test is related to the implicit hypotheses of this concept. Exploration is made theoretically of the culture of poverty thesis, and findings from administration of the VOT are compared with it. Examination is also made of the study of values and the use of projective tests in the social sciences. The culture of poverty thesis is found lacking in empirical support, and the data here gathered lend added weight to doubts of its validity. It is concluded that the VOT has many potential uses in training and work-placement programs for the disadvantaged worker, as well as theoretical value to testing the culture of poverty thesis. A new scoring system has been developed, and a manual with complete instruc-

tions for administering and scoring the test is appended to the report. A related document is available as ED 057 256. (Author/MF)

ED 080 724 VT 021 051

Jones, Charles I.

Education and Manpower. Final Report, Center Research and Development Report No. 14.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C. Div. of Research and Development Resources.

Report No.—Cen-R&D-R-14

Bureau No.—BR-7-0348

Pub Date 72

Grant—OEG-2-7-070348-2698

Note—80p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Change, Community Study, Educational Needs, High School Curriculum, Job Training, *Manpower Needs, *Occupational Surveys, *Relevance (Education), School Industry Relationship, *School Surveys, Vocational Education

This is the final report of one phase of a project to improve occupational education in communities changing from a predominately agrarian economy to a more industrialized, diversified economy. This phase of the project studied the extent to which the educational programs in the school system reflected changes appropriate to preparing persons for existing occupations. Data from surveys of key employers as to the expected need for workers in various occupational categories and from surveys of the vocational offerings in the public schools and technical institutes were analyzed. It was found that: (1) The occupations for which vocational training is appropriate have increased at a rate exceeding the growth rate of the population, (2) Vocational offerings at the high school level are appropriate to only 25 percent of the jobs in the manpower structure and offerings at the technical institute are appropriate to only 16 percent, and (3) There is little coordination between the business community and the schools in planning for programs appropriate to emerging economic and social changes in the area studied. In view of the findings, it was recommended that there be a reorientation of the curriculum toward realistic occupational goals to meet business and industrial needs. Related documents are available as ED 055 223 and ED 067 455. (MF)

ED 080 725 VT 021 052

Economics in the Business Curriculum.

Joint Council on Economic Education, New York, N.Y.

Pub Date Mar 72

Note—92p.

Available from—Joint Council on Economic Education, 1212 Ave. of the Americas, New York, NY 10036 (\$2.50)

Document Not Available from EDRS.

Descriptors—*Business Education, *Business Education Teachers, College Curriculum, Concept Teaching, *Curriculum Development, *Economic Education, High School Curriculum, Teacher Education, *Teaching Techniques

This publication contains a collection of articles which offer insight into the teaching of economics within the business curriculum. Each of these articles previously appeared in works published through the cooperation of the Joint Council on Economic Education and the National Business Education Association. The articles include material on the emerging role of the business teacher in economic education, improving the high school basic business program to better meet the need for economic education, teaching problems and approaches, classroom studies, economic concepts in the world of work, teaching economic concepts in various business courses, improving college programs to provide for economic understanding, and business teacher education and economics. (MF)

ED 080 726 VT 021 053

What Is Career Education? A Conversation with

Sidney P. Marland, Jr. and James D. Koerner. Council for Basic Education, Washington, D.C.

Report No.—Occas-Pap-20

Pub Date Feb 73

Note—39p.; Proceedings of a conversation between Drs. Marland and Koerner and the Board of Directors and Staff of the Council for Basic Education (October 27, 1972)

Available from—Council for Basic Education, 725 Fifteenth Street, N.W., Washington, D.C. 20005 (Number 20, \$50, \$40 in quantity)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *Divergent Thinking, Educational Change, *Educational Objectives, General Education, *Productive Living, *Relevance (Education), Vocational Education

On October 27, 1972 Dr. Sidney P. Marland, Jr., Assistant Secretary for Education, Department of Health, Education, and Welfare, and Dr. James D. Koerner, Program Officer, Alfred P. Sloan Foundation, joined with the Board of Directors and the staff of the Council for Basic Education in a conversation about career education. The proceedings were recorded and this paper contains most of the remarks made on that occasion. Dr. Marland first framed the topic of career education, stating that it is still a concept, not a blueprint, but an all-inclusive concept ranging from the elementary grades through post-secondary education with particular meaning for the world of adult education. Dr. Koerner then commented on Dr. Marland's remarks, expressing his concern with both the term and the concept of career education and emphasizing that basic education is the real need along with some old-fashioned vocational education. Others at the meeting engaged in dialog with the two speakers, arriving at no specific conclusions but perhaps a better understanding of Dr. Marland's concept of career education. (MF)

ED 080 727 VT 021 054

Wagner, Linda M.

Identifying Competencies in the Food Service Industry. Final Report.

Southwest Wisconsin Vocational-Technical School, Fennimore.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

Pub Date Jul 73

Note—138p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Articulation (Program), *Employment Qualifications, *Food Service Occupations, Guidelines, *Job Analysis, *Occupational Information, Post Secondary Education, Research Projects, Secondary Education, Statewide Planning, Surveys, Tables (Data)

Identifiers—Wisconsin

This report documents a research project conducted to ascertain what specific occupational competencies are necessary for employees in the food service industry. Questionnaires were mailed to employers, in restaurants and hospitals and to graduates of high school and postsecondary food service programs. The respondents completed 316 position evaluations in 16 different job classifications. Most of the document consists of the tabulated survey data, summarized to list the competencies needed for the 16 jobs areas by common elements for all 16 and also by competencies believed significant for specific jobs. From these data a curriculum will be constructed based on realistic food service job competencies and articulated among secondary education, post-secondary vocational education, technical education, and higher education. (MF)

ED 080 728 VT 021 055

Cokinda, Robert Milton

An Identification of Differences Between Participating and Non-Participating Automobile Workers in A Preretirement Education Program.

Pub Date 72

Note—316p.; Ph.D. Dissertation, Wayne State University, Detroit, Mich.

Available from—University Microfilms, A Xerox Company, 300 North Zeeb Rd., Ann Arbor, MI 48103 (Order No. 73-12494, MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, *Educational Programs, *Employee Attitudes, Employment, *Individual Differences, *Participant Characteristics, Participant Involvement, Participation, *Retirement, Statistical Analysis

Identifiers—*Automobile Workers, Preretirement Education Programs

This study was prompted by an interest in the outcomes of automobile workers as they changed from the role of workers to retirees some having participated in voluntary company sponsored preretirement education programs and other deciding not to participate. More specifically, an attempt was made to identify differences between participants and nonparticipants in relation to their attitudes and characteristics, reasons for participating, and significant others influencing their decisions. Samples were selected from a list of employees eligible for retirement who had been invited by letter to attend the preretirement program. All 284 who chose to participate were used as the participant sample, and a random sample of 496 names was selected from a master list of those invited. Useable replies were received from 244 participants and 222 nonparticipants. Findings revealed that there are many differential personal characteristics, situational factors, and attitudes among active company employees eligible for retirement, and these differences motivate them toward participation or nonparticipation in preretirement education programs. These variables therefore have utility as a basis for suggesting possible modifications in present preretirement education programs. (Author/SN)

ED 080 729 VT 021 056

Preston, Vonda June And Others

Evaluation of Coordinated Vocational-Academic Education in Texas.

Paris Junior Coll., Tex.

Spons Agency—Texas Education Agency, Austin.

Pub Date Jun 73

Note—342p.

EDRS Price MF-\$0.65 HC-\$13.16

Descriptors—Academic Education, Comparative Analysis, *Educational Coordination, *Program Effectiveness, *Program Evaluation, Questionnaires, Research Projects, *School Surveys, Vocational Education

Identifiers—Coordinated Vocational Academic Education, CVAE, *Texas

This research study was conducted to determine the effectiveness of the Coordinated Vocational Academic Education Program (CVAE) which was introduced in Texas to meet the needs of secondary level students who were unsuccessful in traditional educational programs. The purpose of the study was to gather information from the schools offering CVAE over the six years of its existence and to evaluate the findings. The CVAE program provided vocational courses to prepare students for semi-skilled jobs and also provided modified academic courses with practical application to the vocational courses. Questionnaires were mailed to the schools identified as containing CVAE for completion by supervisors and teachers. Questionnaires for CVAE students and former students were distributed during school visitations made to 20 percent of the surveyed schools. This report compiles and compares the collected data. In the schools visited, 35 percent of the academic programs were judged to be failing, 32 percent were judged successful, and the remainder were progressing or improving. Most vocational programs were found to be successful, with only 6 failing. Programs judged to be most successful were used for comparative analysis. However, as teachers of successful programs returned more questionnaires than teachers of failing programs, significant conclusions could not be drawn. (MF)

ED 080 730 VT 021 061

National Pattern Standards of Apprenticeship and Training for Electricians.

Associated Independent Electrical Contractors of America, Inc., Austin, Tex.

Pub Date 72

Note—33p.; Formulated in cooperation with Bureau of Apprenticeship and Training (DOL)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Apprenticeships, Educational Programs, *Electricians, Job Training, National Programs, Skilled Workers, *Standards, Trade and Industrial Education, Vocational Education, Work Experience Programs

This manual was prepared to provide interested persons with information concerning the standards and administrative guidelines governing apprenticeship programs for electricians in the United States. These standards provide the basis for on-the-job training programs and classroom job related education leading to the graduation of

qualified journeymen electricians. A policy statement, definition of terms, and information concerning the organization and duties of the apprenticeship program and requirements for admission into it are included. (SN)

ED 080 731 VT 021 063
Hurt, Mary Lee, Comp. King, Bertha G., Comp.
Selected Highlights in Vocational Home Economics Education.

Center for Adult, Vocational, Technical, and Manpower Education (DHEW/OE), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date Jun 73

Note—33p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Consumer Education, Developmental Programs, *Family Life Education, *Home Economics Education, Homemaking Education, *Occupational Home Economics, Program Improvement, Relevance (Education), *Vocational Education

Identifiers—*Vocational Education Act of 1963, Vocational Education Amendments of 1968

This report describes selected examples of the developments of vocational home economics education in the areas of consumer and homemaking education, occupational home economics, home economics teacher education, and curriculum development. Prompted by the passage of the Vocational Education Act of 1963, and later amendments, the home economics program broadened its scope to provide additional developmental training and services for a more varied population with a multiplicity of needs and expectations. Programs now make it possible for participants to enroll in comprehensive courses in all areas of their interest. An attempt has been made to include programs that show the range of individuals and families being served and ways of assisting them as consumers, in the improvement of their home environment, the quality of their family life, and their preparation for employment. Further, there has occurred a movement to develop career education experiences for children and youth throughout the U.S. (Editor/SN)

ED 080 732 VT 021 066
Fire Science Curriculum Guide.

Oregon State Board of Education, Salem.

Pub Date 71

Note—46p.; Revised Edition

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Course Content, *Curriculum Guides, Fire Fighters, *Fire Science Education, *Post Secondary Education, Resource Materials, Training Objectives

Identifiers—Oregon

This curriculum guide, developed in cooperation with the State Advisory Committee on Fireman Training for Post-High School Preparatory Programs, summarizes the need for formal training programs in fire protection and offers guidelines for their establishment. It is also a practical handbook for the planning of fire protection curriculums and teaching facilities. Contents include steps in planning the training program, a 2-year fire science curriculum, knowledge and skills for fire fighters, course descriptions, recruitment standards, and a bibliography of books, pamphlets, and films. The curriculum offers a 2-year pre-employment course of study leading to an associate of science degree in fire protection and also provides options for employed persons who may wish to enroll in an occupational extension course. (MF)

ED 080 733 VT 021 085
Baker, Richard A. Drake, James Bob

Self-Appraisal Manual for Local Vocational Education Programs.

Auburn Univ., Ala. Dept. of Vocational and Adult Education.

Spons Agency—Alabama State Dept. of Vocational Education, Montgomery.

Pub Date 73

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Evaluation Methods, *Manuals, *Measurement Instruments, *Program Evaluation, *Self Evaluation, *Vocational Education Identifiers—Vocational Information Reporting System Manual

One phase of program evaluation in vocational education may be thought of as an appraisal of the operational procedures and the resources

available. If program improvement is accepted as one area of evaluation, then more attention should be given by local vocational personnel to setting objectives, identifying evidence of attainment, and inferring from the evidence those changes that might bring about improvement. The procedures and instruments included in this manual are the results of the efforts of some 500 persons, including local vocational directors, teachers, principals, superintendents, supervisors, directors of vocational institutes, junior college deans of instruction, teacher trainers, and state advisory council members. The manual contains self appraisal instruments and directions for evaluating adult supplementary programs, adult preparatory programs, secondary and postsecondary occupational programs, and nonoccupational programs. Charts and procedures to be utilized in the followup of students in the Vocational Information Reporting System Manual and the self appraisal instruments to be used are included. (Author/SN)

ED 080 734 VT 021 091
Texas Education Product Study. Digest of Final Report.

Southwest Educational Development Lab., Austin, Tex.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date Mar 73

Note—25p.

Available from—Department of Occupational Education and Technology, Texas Education Agency, 201 East 11th Street, Austin, Texas 78701

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Changing Attitudes, *Curriculum Evaluation, *Dropout Attitudes, *Followup Studies, *Graduate Surveys, High School Curriculum, High School Students, Participant Satisfaction, *Relevance (Education), Vocational Followup

Identifiers—*Texas

This document is a digest of a final report presenting the view and experiences of former students in Texas high schools who left as graduates or dropouts during the school years 1963-64 and 1968-69. The study's objectives were to: (1) determine the extent to which work and studies or training beyond the high school were based on high school experiences, (2) gather employment status information, (3) obtain appraisals of courses, activities, and school personnel, (4) obtain suggestions for improving schools and preventing dropouts, and (5) establish a data base for educational planning and assessment. From the data collected, it was concluded that: (1) The most popular high school courses were electives in which practical skills were learned, (2) Demand for more advanced college-preparatory courses was balanced if not exceeded by a reaction (from those never entering or not succeeding in college) against required courses, (3) The counselor's role should be more clearly defined, (4) Although teachers were generally approved, numerous criticisms indicated a need for greater attention in teacher selection and retention, (5) Boredom is a major problem in many classrooms and an important factor in dropouts, and (6) Progress was made by the schools between 1964 and 1969 in redirecting programs toward the world of work. The three report volumes are available in this issue as VT 021 092-VT 021 094. (MF)

ED 080 735 VT 021 092
Texas Education Product Study, Volume 1. Final Report.

Southwest Educational Development Lab., Austin, Tex.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date Mar 73

Note—212p.

Available from—Department of Occupational Education and Technology, Texas Education Agency, 201 East 11th Street, Austin, Texas 78701

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—Changing Attitudes, *Curriculum Evaluation, *Dropout Attitudes, *Followup Studies, *Graduate Surveys, High School Curriculum, High School Students, Participant Satisfaction, *Relevance (Education), Vocational Followup

Identifiers—*Texas

This first volume of a study of former Texas high school students who left as graduates or dropouts during the school years 1963-64 and 1968-69 presents a profile of the respondents and summarizes their opinions of their high school experiences. A sample of the State's 89 school districts was contacted by mail or interview, with 5,063 respondents in the 12,649 sample. Details of the sampling procedures and of the respondent profile are given. Respondents from both school years gave their highest approval to courses in which practical skills were taught. Slightly more than 30 percent reported that their opinions had changed concerning the value of courses they had taken in high school. Highest favorable opinion changes were toward bookkeeping, typing/shorthand, vocational industrial education, vocational office/business, and vocational homemaking. An overall favorable endorsement of teachers was given, although some serious criticisms were made. Much of this volume consists of the respondents' comments on the classroom environment, curriculum, skills, vocational training, and teachers. Related documents are available in this issue as VT 021 091, VT 021 093, and VT 021 094. (MF)

ED 080 736 VT 021 093
Texas Education Product Study, Volume 2. Final Report.

Southwest Educational Development Lab., Austin, Tex.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date Mar 73

Note—186p.

Available from—Department of Occupational Education and Technology, Texas Education Agency, 201 East 11th Street, Austin, Texas 78701

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Changing Attitudes, *Curriculum Evaluation, *Dropout Attitudes, *Followup Studies, *Graduate Surveys, High School Curriculum, High School Students, Participant Satisfaction, *Relevance (Education), Vocational Followup

Identifiers—*Texas

The second volume of a study of former Texas high school students who left as graduates or dropouts during the school years 1963-64 and 1968-69 contains the study respondents' comments on school counselors, extracurricular activities, and dropouts, career goals, and employment experiences. Respondents who had contact with counselors questioned the adequacy of the assistance received from them. Extracurricular activities were highly approved, especially athletics. On the other hand, some respondents criticized the overemphasis of athletics in relation to academic programs. The major reason for dropouts cited by those who had not dropped out was boredom or lack of interest. The reason most frequently given by the dropouts was marriage and/or pregnancy. Approximately one-fourth of the respondents terminated their formal education with high school. Postsecondary schools were selected principally because of closeness to home. Of the career goals named, the teaching profession was the predominant field. However, the principal source of employment for most was in marketing and distribution. Almost half of the respondents felt that their high school courses had no relation to their jobs. Related documents are available in this issue as VT 021 091, VT 021 092, and VT 021 094. (MF)

ED 080 737 VT 021 094
Texas Education Product Study, Volume 3. Final Report.

Southwest Educational Development Lab., Austin, Tex.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Pub Date Mar 73

Note—44p.

Available from—Department of Occupational Education and Technology, Texas Education Agency, 201 East 11th Street, Austin, Texas 78701

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Changing Attitudes, *Curriculum Evaluation, *Dropout Attitudes, *Followup Studies, *Graduate Surveys, High School Curriculum, High School Students, Participant Satisfaction, *Relevance (Education), Tables (Data), Vocational Followup

Identifiers—*Texas

Volume 3 of a 3-volume study of former Texas high school students who left as graduates or dropouts during the school years 1963-64 and 1968-69 consists entirely of the tabulated responses to the questionnaires. Related documents are available in this issue as VT 021 091, VT 021 092, and VT 021 093. (MF)

ED 080 738 VT 021 095

Vocational Education in Washington State: A Critical Evaluation. Part Two: Detailed Analysis.

Washington State Advisory Council on Vocational Education, Olympia.

Report No.—R-3

Pub Date Nov 72

Note—235p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Advisory Committees, Data Analysis, Data Collection, Educational Improvement, Employer Attitudes, Enrollment, *Program Descriptions, *Program Evaluation, Program Improvement, *State Programs, *Vocational Education, Work Experience Programs
Identifiers—*Washington State

A comprehensive study of the vocational education needs, services, and funding in the State of Washington is described and documented in this report. The total study report was issued in two parts. Part One of the study, available in this issue as VT 021 097, summarizes the major findings and presents recommendations for improvement of vocational education in Washington State. This document, Part Two of the study, presents more detailed discussions of the various programs and recommendations. The largest sections of Part Two include the study model, vocational programs and their enrollments in the State of Washington and in the United States, work experience and vocational education, and employer viewpoints. Appendixes provide background data related to the study. (MF)

ED 080 739 VT 021 097

Vocational Education in Washington State: A Critical Evaluation. Part One: Summary Findings and Recommendations.

Washington State Advisory Council on Vocational Education, Olympia.

Report No.—R-3

Pub Date Nov 72

Note—53p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Advisory Committees, Data Analysis, Data Collection, *Program Evaluation, Program Improvement, *State Programs, *Vocational Education
Identifiers—*Washington State

A comprehensive study of the vocational education needs, services, and funding in the State of Washington was made and recommendations provided to the State Legislature based on analysis of the data collected. The total study report was issued in two parts. This document, Part One of the study, summarizes the major findings and presents recommendations for improvement of vocational education in Washington State. Part Two, available as VT 021 095 in this issue, includes more detailed discussions of the various programs and recommendations. The major findings summarized in Part One are presented under six topical headings: (1) Orientation and Exploratory Programs, (2) Manpower Requirements, (3) Present and Future Vocational Enrollments, (4) Employer Viewpoints on Vocational Education, (5) Vocational Funding and Organizational Structure for Vocational Education, and (6) Program Evaluation Efforts. These findings have been cross-referenced to chapters in Part Two of the report. Details of 23 specific recommendations, as well as recommendations from previous reports, are presented in this Part One report summary. (MF)

ED 080 740 VT 021 099

World of Work K-10 Continuum.

Warren City Schools, Ohio.

Pub Date [73]

Note—132p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Career Education, Elementary Grades, Instructional Materials, Occupational Information, *Program Content, Program Coordination, School Community Cooperation, Secondary Grades, Sequential Learning, Urban Schools

Identifiers—Career Exploration, Career Motivation, Career Orientation, *Warren City Schools, World of Work

This document presents the 1972 report on the Warren, Ohio, city school district's career education program, which was conducted in one high school for Grades 9 and 10, in one junior high school for Grades 6, 7, and 8, and in six elementary schools for kindergarten through Grade 6. Participation in the program totaled 33.2 percent of the students in the school district. Operations and experiences, materials developed, articulation in the total career education program, and personnel involvement are presented for each of the three grade levels, along with school objectives, program structure, grade level concepts, and other data. Curriculum involved activities and materials for career motivation in the elementary grades, career orientation in the middle grades, and career exploration in the high school. (MF)

ED 080 741 VT 021 100

Labor Market Information Systems: Information Needs, Sources and Methods of Delivery. Proceedings of a Conference (Berkeley, California, November 4-6, 1970).

California Univ., Berkeley. Human Factors in Technology Research Group.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No.—HFT-70-5

Pub Date 70

Note—89p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Conferences, Employment Opportunities, *Information Dissemination, Information Needs, Information Sources, *Information Systems, *Labor Market, Manpower Needs, *Manpower Utilization

This document contains the proceedings of a conference on the general topic of labor market information, particularly the need to develop better methods, services, and subsystems for delivering such information. The source of the current concern for an adequate system of labor market information was the increased national interest in the optimum utilization of labor as well as in providing employment opportunities to workers. Participating in the conference was a diverse group from universities, employment services, vocational education, counseling and placement services, industry, nonprofit organizations, and the civil service. The proceedings include reports of seminars on the nature of demand for labor market information, the sources of labor market information, and the processing and delivery of labor market information. (MF)

ED 080 742 VT 021 101

Laner, Stephen

Second Survey of High School Students' Needs for Labor Market Information in Career Decision-Making.

California Univ., Berkeley. Human Factors in Technology Research Group.

Spons Agency—Manpower Administration (DOL), Washington, D.C.

Report No.—HFT-71-11

Pub Date Oct 71

Note—42p.; Conducted at Fremont High School (Oakland, Calif., June, 1971)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Choice, *Decision Making, *Family Influence, High School Students, *Information Needs, Occupational Information, *Student Attitudes, Surveys, Vocational Counseling

A survey of high school students' attitudes toward their prospective involvement in the world of work and the influences which promote or hinder their employment choices was conducted to contribute data toward the design of a model labor market information system. Two-thirds of the students sampled said that they had reached decisions about their future careers, but the data collected indicated that many of these decisions were reached in the absence of appropriate information about jobs and careers. Although the students claimed that counselors were not providing the information they needed, it was found that the counselors were concentrating on providing the data that the students requested most often: information about the training and education required to get a job. Books and pamphlets on occupations have been the main source of job information for students, and most students considered them to have been of real help. However, the students would prefer direct experience with the world of work. The survey data suggest that the high school students reach career decisions more as the result of parental influences rather

than through free choice. This restricted view of alternatives may cause waste of ability and thwarting of ambition, with the attendant dissatisfaction and alienation that come from ill-advised career decisions. The survey data are presented in narrative and tabular form. (MF)

ED 080 743 VT 021 102

Marland, S. P., Jr.

Career Education: A Report.

Pub Date Nov 72

Note—13p.; Presented at the Conference on American Youth in the Mid-70's, National Association of Secondary School Principals (Washington, D.C., November 30, 1972)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Activity Learning, *Career Education, *Educational Change, *Models, *Relevance (Education), Speeches
Identifiers—CCFEM, *Comprehensive Career Education Model

Activity learning strongly complements the idea of career education. Both have particular application to the high school, which is the most likely arena of educational change for the balance of this decade. In career education itself, school-based models are being tested in six cities and some 85,000 children are now participating in at least some career orientation activities. Four sites have been chosen for the employer-based model, which offers a new setting for academic studies and keys them to job experiences provided by a consortium of local employers. The third model, the rural-residential, enables low-income families in Montana and five neighboring States to learn new skills for better jobs, more effective homemaking, or further education. Still in the planning stages is the fourth model, a home-community effort that would use television and radio programming to encourage unemployed or underemployed adults to take advantage of local retraining programs. Adult education is certainly among our principal priorities for the 1970's. Other activities include development of instructional programs in career clusters, study programs for career education teachers and administrators, and 200 career education demonstration projects. All in all, our record in 1972 is presentable, encouraging in some aspects, and adaptable. (Author/MF)

ED 080 744 VT 021 106

Rhine, Shirley H.

Technician Education—Who Chooses It?

Conference Board, Inc., New York, N.Y.

Report No.—CB-543

Pub Date 72

Note—52p.

Available from—The Conference Board, Inc., 845 Third Avenue, New York, N.Y. 10022 (\$1.00-Associate and Educational, \$5.00-Non-Associate)

Document Not Available from EDRS.

Descriptors—Developmental Programs, *Enrollment Influences, National Surveys, *Participant Characteristics, *Student Enrollment, Sub-professionals, Surveys, *Technical Education, *Technical Occupations

Aroused by the critical shortage of trained technicians in the late 1960's, representatives from industry, government, professional societies, educational institutions, and the Conference Board launched a national campaign to encourage more young people to prepare for careers as technicians. An outcome of these efforts was the production and release of the free booklet, "25 Technical Careers You Can Learn in Two Years or Less." To determine the impact and quality of the publication as well as to determine the characteristics of the 470,000 individuals who requested copies of it, a survey was conducted in 1970 by the Conference Board. Some of the findings of the survey were: (1) Most respondents were between 16 and 25 years of age, the majority of whom requested the booklet for their own use, (2) Approximately 15 percent of the respondents were enrolled in technical curriculums, four-fifths of whom did so after having received the booklet, (3) More males than females entered technical programs, (4) Most individuals enrolling in technical curriculums were either at a 2-year college, technical institute, or a 4-year college or university, and (5) Most male enrollees selected electrical or electromechanical, mechanical, data processing, medical, and drafting programs while female enrollees chose data processing and medical programs. (Author/SN)

ED 080 745

VT 021 113

*Smoker, David E.***Career Education: A Guide for School Administrators.**

American Association of School Administrators, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Contract—OEC-0-71-3659(334)

Note—55p.

Available from—American Association of School Administrators, 1801 North Moore St., Arlington, Virginia 22209 (Stock Number 021-00394, Single Copy \$4.00, discount on multiple copies)

Document Not Available from EDRS.

Descriptors—*Administrator Guides, *Administrator Role, *Career Education, *Educational Programs, Leadership Responsibility, Program Development, *School Administration

This guidebook is based on a 1971 seminar on career education for school executives and is designed to provide practical advice on how the school administrator can use the career education concept in a particular school setting. Career education is a constructive concept that may be adopted by any school system in the country, using its existing human and material resources, if it has strong leadership willing to change traditional attitudes and ways of doing things. It is a concept in harmony with the traditional goal of American education, to provide every person with the opportunity to develop full potential through educational programs that meet individual needs. This booklet includes the career education model, or the cradle-to-grave instructional continuum, depicting five overlapping stages from kindergarten to adult and continuing education. Other chapters present reasons for the schools' adopting career education, rewards and problems, the school administrator's leadership role, some ways of implementing the program, and sources of information and assistance for career education. (MF)

ED 080 746

VT 021 116

*Pine, Douglas Taylor***The Effects of Teaching Numerical Control Concepts Via Simulator Versus Non-Simulator Activities on the Achievement, Programming Proficiency and Attitude of High School Students.**

Pub Date 73

Note—208p.; Ph.D. Dissertation, Ohio State University, Columbus

Available from—University Microfilm, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Achievement, Comparative Analysis, Concept Teaching, Doctoral Theses, *Industrial Arts, *Multimedia Instruction, *Numerical Control, Programming, Secondary School Students, *Simulators, Student Attitudes, *Teaching Methods

This study utilized 120 metalworking students and six teachers from Columbus, Ohio area high schools to ascertain the effects of teaching numerical control to industrial arts students by means of simulator-aided activities versus non-simulator aided activities. Scores obtained from an achievement test, attitude inventory, and word address programming problem supplied the data. Conclusive findings from statistical analysis revealed that there is no significant difference in the effect of the two types of teaching methods on student achievement, program writing proficiency, and attitudes. However, within levels of the treatment variable, student achievement, program writing proficiency, and attitude are influenced by differential effects at the teacher level. (SN)

ED 080 747

VT 021 119

*West, Doris And Others***Vocational Consumer Education: Homemaking, Grades 6-8.**

Fort Worth Public Schools, Tex.

Report No—Curr-Bull-181

Pub Date Aug 72

Note—98p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Behavioral Objectives, Concept Formation, *Consumer Education, *Curriculum Guides, *Family Life Education, Grade 6, Grade 7, Grade 8, *Home Economics, *Homemaking Education, Learning Experience

Identifiers—*Fort Worth Public Schools, Texas

This curriculum guide presents a sequential program for Grades 6, 7, and 8 in vocational homemaking education in the Fort Worth, Texas, public schools. Concepts, behavioral objectives, generalization, and learning experiences are shown for nutrition and meal management, consumer education, home management and housing, family living, child development, and clothing and grooming. The document includes a list of instructional and teaching aids. (MF)

ED 080 748

VT 021 120

State-Administered Research and Development Projects in Vocational Education. Fiscal Years 1971-1972.

Center for Adult, Vocational, Technical, and Manpower Education (DHEW/OE), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date Jun 73

Note—142p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Contracts, *Federal Aid, Grants, Research Coordinating Units, *Research Projects, *Resource Allocations, *State Programs, *Vocational Education

Identifiers—Vocational Education Amendments of 1968

Section 131(b) of Part C of the Vocational Education Amendments of 1968 provides Federal funding for State-administered research and development activities in vocational education. The funds are allocated to the States on the basis of a population formula prescribed in the law. The total funding amounted to almost 18 million dollars in fiscal year 1971 and to nine million dollars in fiscal year 1972. The States used a portion of this funding in meeting maintenance and operational costs of the State Research Coordinating Units. However, the major portion was used to support grants and contracts with local school districts, universities, and other agencies within each State for the conduct of vocational research and development projects. This publication provides a listing of the projects supported in each State from these funds during the 1971 and 1972 fiscal years. The list was compiled on the basis of information supplied to the Office of Education by each State. (Author/MF)

ED 080 749

VT 021 121

*McDonald, Carol And Others***State-Administered Exemplary Projects in Vocational Education. Fiscal Years 1970-72.**

Center for Adult, Vocational, Technical, and Manpower Education (DHEW/OE), Washington, D.C. Div. of Vocational and Technical Education.

Pub Date Jun 73

Note—95p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Demonstration Projects, Developmental Programs, Educational Research, Federal Aid, Instructional Innovation, Pilot Projects, *Projects, *Research Projects, *State Programs, *Vocational Education

Identifiers—Vocational Education Amendments of 1968

This publication contains a listing of the exemplary projects supported during the years 1970 through 1972 in each State through grants and contracts funded under a section of the 1968 Vocational Education Amendments. Arranged alphabetically by States, the listing gives the title of each project, as well as the name of the recipient and the funding allocation awarded each project. (Author/SN)

ED 080 750

VT 021 122

*Daugherty, Ronald***Career Development for the Student in the Community College.**

Ohio State Univ., Columbus. Center for Vocational and Technical Education.

Pub Date 73

Note—16p.; Presented at the Annual International Institute on the Community College (4th, Lambton College, Sarnia, Canada, June 11-14, 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *College Role, *Community Colleges, Educational Change, Educational Needs, Speeches, *Vocational Development

The concept of career education embraces the programs referred to as vocational-technical but it also encompasses all other segments of the edu-

cational program. In the concept of career education in the community college there are two themes, specialization and regeneration. The specialization theme enables an individual to refine his ability to perform a particular life role or a segment of a life role in a more proficient manner. Regeneration means renewing one's capability to perform one or more of the life roles. The community college must accommodate adults at all age levels for the life roles brought about by changes in technology and society. Examples are presented to translate the career education concept into educational activities within the community college, including diagnostic programs for recent high school graduates, credit consideration for veterans, and guidance for mature persons in new life roles. The community college is a practical delivery system for the career education concept. (MF)

ED 080 751

VT 021 140

*Mohler, Irvin C. Bowers, Donald E.***Publications of the Rehabilitation Research and Training Centers: A Bibliography. Special Centers Series.**

George Washington Univ., Washington, D.C. Biological Sciences Communication Project.; Social and Rehabilitation Service (DHEW), Washington, D.C.

Pub Date Feb 73

Note—236p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Annotated Bibliographies, *Rehabilitation, *Rehabilitation Centers, Rehabilitation Programs, *Research and Development Centers, Resource Materials, Training Techniques, Vocational Development

A compilation of materials which are productions of the 19 Research and Training Centers, this bibliography of rehabilitation research is prepared as part of the Centers' Information Exchange and Clearinghouse Program. The specific intent of the program is to enhance the communication process between the Centers concerning their scientific activities. Bibliographical references appearing are entered by Center title and numbered in consecutive alphabetical order by author. Other contents include: (1) a permuted subject index, (2) an author index, and (3) addresses of the Research and Training Centers. (Author/SN)

ED 080 752

VT 021 141

*Loewenberg, J. Joseph And Others***The Impact of Public Employee Unions on the Public Employment Program.**

Temple Univ., Philadelphia, Pa. Center for Labor and Manpower Studies.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date Mar 73

Note—173p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Case Studies, Collective Bargaining, Employment Opportunities, Employment Problems, *Employment Programs, *Government Employees, Government Role, *Industrial Relations, *Labor Problems, *Labor Unions, Manpower Development, Public Policy, Public Service Occupations

Identifiers—*Emergency Employment Act, Public Employment Programs

The purpose of this study was to explore the role of unions in the Public Employment Program (PEP). The study focuses on the nature and extent of union involvement in PEP projects and the effects of such involvement in the implementation of the projects. Eight PEP projects were examined to determine the role and impact of unions and collective bargaining on the design and early implementation of each project. No standard pattern of union concern and action emerged. Most often, unions were concerned with possible preferential treatment being given to PEP participants at the expense of regular employees. Unions utilized a variety of mechanisms to pursue their views in PEP projects, including negotiations, grievance procedures, litigation, and management influence. Although unions raised questions and made suggestions in most of the cases studied in this research, they did not have a significant impact in the first year of these PEP projects. The experience with PEP provides policy considerations for the future of this or other manpower programs involving the public sector. Policy implications are offered for the legislation

authorizing such manpower programs and their administrative implementation. Two options for further research are offered to expand and validate the findings of this study. (MF)

ED 080 753 VT 021 145

Career Education. Comments by Plato (And Others).

Office of Education (DHEW), Washington, D.C. Report No.—DHEW-OE-73-00503

Pub Date 73

Note—4p.

Available from—U.S. Department of Health, Education, and Welfare, Office of Education, Washington, D.C. 20202

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, Opinions, *Pamphlets

This pamphlet presents a number of quotations showing that what is now called career education is an old idea, one that transcends time and today unites advocates of many creeds and cultures. Those quoted include Plato, Benjamin Franklin, Abraham Lincoln, Samuel Gompers Helen Keller, James B. Conant, Whitney Young, Jr., Margaret Mead, Shirley Chisholm, and S. I. Hayakawa. (MF)

ED 080 754 VT 021 161

Development of Cooperative Planning for Technical-Vocational Programs.

Cisco Junior Coll., Tex.; Ranger Junior Coll., Tex.

Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date [73]

Note—36p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Cooperative Planning, Educational Needs, Employer Attitudes, *Employment Opportunities, *Facility Utilization Research, High School Students, *Junior Colleges, Surveys, Technical Education, Vocational Education, *Vocational Interests

Identifiers—Cisco Junior College, Ranger Junior College, *Texas

During the past decade vocational-technical education in Texas has grown so rapidly that now attention must be given to enrollments, employment projections, and more efficient utilization of the limited resources available. Cisco and Ranger Junior Colleges serve essentially the same population and a plan for close cooperation and coordination is needed to avoid duplication of programs and also to meet community needs not being served. To assist in planning, this study was conducted to explore students' occupational interests and to identify their employment opportunities after completion of postsecondary vocational-technical training. Student vocational interests were determined by a survey in the high schools of the counties included in the study. An employer survey was made to indicate the employment opportunities. Results of the surveys and the questionnaires used are presented. The report suggests that the two junior colleges arrange, in cooperation with other postsecondary and with the secondary schools, to develop a master plan for utilizing their resources to provide the technical-vocational programs needed in the service area. (MF)

ED 080 755 VT 021 162

Johnson, C. D.

An Internship Program for Technical Vocational Teachers in Post-Secondary Schools. Final Report.

Houston Univ., Tex. Coll. of Technology.

Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date Jun 73

Note—32p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Community Colleges, *Internship Programs, Pilot Projects, Program Development, Program Evaluation, *Teacher Interns, *Vocational Education Teachers

Identifiers—*Houston, Texas

This report describes a project to develop an internship program for prospective technical and vocational community college teachers providing both requisite teaching skills and work experience through actual classroom exposure, while allowing an on-the-job evaluation of the prospective teachers. To develop the program, a pilot inter-

ship project was conducted in the 1972-1973 school year by the University of Houston and seven area community colleges. Specific requirements for a working internship program as well as the pilot project structure are presented in the report. Program evaluation was made by the participating colleges and by the internship students. Both unanimously approved the program as valuable to the prospective teacher and to the college in which the internship occurs. For the intern the program provides an opportunity to observe an experienced teacher and to apply classroom instruction methods, while benefiting the college by helping the college instructor. It was concluded that an internship program should be established as a regular part of the Texas educational system. A second pilot project was recommended for the 1973-74 school year to complete development of the internship program. (MF)

ED 080 756 VT 021 164

Rorie, Charles D.

The Comparative Rating Scale Model: Occupational Program Evaluation in Higher Education. Texas Univ., Austin. Dept. of Educational Administration.

Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.

Pub Date Aug 73

Note—191p.; Also available as Ph.D. Dissertation, University of Texas at Austin

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Community Colleges, *Comparative Analysis, Educational Programs, Methodology, *Models, *Post Secondary Education, *Program Evaluation, *Rating Scales, Scoring, State Programs, Vocational Education

Identifiers—*Texas

A comparative evaluation methodology for vocational-technical education programs offered at public community colleges in Texas is described in this study. Evaluation concepts, design and methodology for comparative evaluation, trial of the comparative rating scale model, and feedback loop with recommendations for revision are presented. The comparative rating scale model was developed to provide a comparative rating of similar programs at different community colleges, giving each individual rating in the form of a single rating score. Steps in the development and use of this score are described in detail. As a result of the study it was recommended that the program evaluation section of the Texas State Plan for Vocational Education be thoroughly revised and more precisely delineated through development of a systematic methodology and review of data collection formats. (MF)

ED 080 757 VT 021 166

Connor, Silas. And Others

A Study of Curricula Innovations in Trade and Industrial Arts, Distributive and Business Education in Jefferson, Orleans, and St. Bernard Parish Public Schools.

Louisiana State Univ., New Orleans.

Pub Date 72

Note—91p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Business Education, *Curriculum Research, *Distributive Education, Educational Innovation, Educational Research, *Instructional Innovation, Instructional Technology, Secondary Grades, *Trade and Industrial Education, Vocational High Schools

Identifiers—*Louisiana

This document summarizes the results of a study which surveyed the vocational curricula of twenty public secondary schools in three Louisiana parishes. The primary purpose of the study was to examine the business, distributive education, and shop curriculums to determine if innovations in course offerings, course content, and instructional methods were occurring, what innovations were being used, and to determine what the teachers' opinions were regarding innovations. Responses obtained through interviews and questionnaires supplied the data. Findings include: (1) A majority of the teachers seemingly are receptive and cooperative in discussing innovation and change in vocational subjects. (2) More than half of the teachers are using innovative ideas that are new to this geographical area where the opportunities are available for them to use new instructional methods and modern equipment. (3) About 72 percent of the surveyed population recommended changes in future cur-

riculum and instructional methods. (4) While nearly all of those surveyed indicated a need for the availability of additional technical training, no one mentioned sources whereby teachers might update their current knowledge, and (5) Many of the newer methods are being used in local classrooms. (Author/SN)

ED 080 758 VT 021 167

Library Technical Assistant: A Suggested Two-Year Post-High School Curriculum.

Illinois State Board of Vocational Education and Rehabilitation, Springfield. Vocational and Technical Education Div.; Toledo Univ., Ohio.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Contract—OEC-0-70-4955

Grant—OEG-0-72-4684

Note—150p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (No price quoted)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—Community Colleges, *Curriculum Design, *Educational Programs, Instructional Programs, Job Training, *Library Technicians, *Post Secondary Education, Subprofessionals, *Technical Education, Vocational Development, Vocational Education

Identifiers—*Illinois

This 2-year programmatic plan for the training and development of library assistants was prompted by the recent abundance of research information and the shortage of resource personnel to assist in the processing and handling of the resulting output. The guide provides a suggested curriculum plan, course outlines accompanied by texts and reference materials, laboratory layouts, including equipment recommendations and costs, announcements of faculty and student services, resource materials, and a selected list of professional and technical societies concerned with the relevant technology. Although the indicated level of instruction is post high school, the sequence of course work may start at any grade level where there is sufficient background and comprehension. (SN)

ED 080 759 VT 021 171

Megna, Mark, Ed.

A Guide to the Integration of Career Development Into Curriculum of Joint School District 8, Shawano, Wisconsin, Grades K-5.

Shawano Joint District 8, Wis.

Spons Agency—Wisconsin State Dept. of Public Instruction, Madison. Bureau for Pupil Services.

Pub Date Jun 72

Note—573p.

EDRS Price MF-\$0.65 HC-\$19.74

Descriptors—*Career Education, Career Planning, *Curriculum Guides, Decision Making Skills, *Elementary Grades, *Integrated Curriculum, Learning Activities, Occupational Information, Self Concept, *Vocational Development

Identifiers—Shawano Joint School District 8

Prepared by elementary teachers during a summer workshop, this curriculum guide is designed to aid teachers in integrating career development experiences into the elementary curriculum. The learning activities for Grades K-5 and special education students are intended to help students develop an understanding of themselves and the world of work and begin to plan and make decisions regarding a career. The instructional units are built around 14 career development concepts, and learning activities, resources, and evaluation techniques for each major concept are suggested for integration into various curriculum areas. (SB)

ED 080 760 VT 021 172

MacDonald, Emma. Bridges, Alton

Handbook for Vocational Programs for the Handicapped.

Maine State Dept. of Education, Augusta. Bureau of Vocational Education.

Pub Date Jun 72

Note—119p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Curriculum Guides, Educational Programs, Guidelines, *Handicapped Students, Secondary Grades, *Skill Development, Vocational Development, *Vocational Education, *Vocational Rehabilitation

Identifiers—Maine

This handbook is intended to assist teachers of handicapped persons, teacher educators, and educational agencies charged with the task of preparing curriculums for the handicapped. Primarily geared to secondary level vocational programs, the guide presents a program designed to help handicapped students learn job skills at levels they would be unable to attain without special help. The program provides for modification of courses and supplementary services to meet individual needs. Included is information on the following topical headings: (1) Secondary Vocational Programs for the Handicapped in Maine, (2) Guidelines for Organizing Secondary Vocational Programs for the Handicapped, (3) Special Certification of Teachers of Educable Mentally Retarded Children, (4) Criteria for the Approval of Programs for Handicapped Persons, (5) Curriculum Guidelines, and (6) Job Simulation Centers and Areas of Skill Training. Evaluation Forms for Vocational Programs for the Handicapped, a bibliography, and appendices containing illustrations, legislative policies governing programs, and budgetary information supplement the text. (Author/SN)

ED 080 761 VT 021 173

Institute for Principals, Planning and Implementing Programs in Vocational Education.

Georgia Univ., Athens, Coll. of Education.
Spons Agency—Georgia State Dept. of Education, Atlanta.

Pub Date 71

Note—95p.; Proceedings of Institute for Principals (Athens, Ga., July 6-10, 1971)

Available from—Educational Planning & Development Studies, G-10 Aderhold Hall, College of Education, The University of Georgia, Athens, GA 30601 (\$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Administrator Responsibility, *Administrator Role, Career Education, Curriculum Design, Curriculum Development, Developmental Programs, Educational Accountability, Elementary Grades, *Institutes (Training Programs), Management Systems, Middle Schools, *Principals, *Program Improvement, Scheduling, Secondary Grades, Speeches, *Vocational Education

To assist principals in developing a better understanding of their role in improving the quality of vocational education in their schools, 85 principals attended a 5-day institute during which they considered ways and means of successfully implementing vocational education as an integral part of the total school program. Major presentations were: (1) "The Emerging Needs for Vocational Education" by H. Dye, (2) "The Essential Elements of a Developmental Program of Occupational Education" by G. Bottoms, (3) "Emerging Curriculum Patterns of Career Education in the Elementary and Middle Schools" by J. Smith, (4) "Emerging Curriculum Patterns of Career Education in the Secondary Grades" by E. Word, (5) "Problems and Issues in Developing a Career Curriculum" by H.T. Singletary, Jr., (6) "Patterns for Interlocking the Occupational and Academic Curriculums" by I. Dickerson, (7) "An Interlocked Curricular Approach to Education" by N.R. Frantz, Jr., (8) "Project Management: The Principal's Role and Responsibility" by D. Hogan, (9) "Alternative Patterns of Scheduling" by R. T. Guillebeau, (10) "Accountability: Management by Objectives" by R. Luckie, and (11) "A Management Strategy for Producing Curriculum Change" by D.J. Mullen. Responses to an evaluation of the institute are included. (SB)

ED 080 762 VT 021 174

Institute for Superintendents, Planning and Implementing Programs in Vocational Education.

Georgia Univ., Athens, Coll. of Education.
Spons Agency—Georgia State Dept. of Education, Atlanta.

Pub Date 71

Note—81p.; Proceedings of Institute for Superintendents (Athens, GA., June 21-23, 1971)

Available from—Educational Planning & Development Studies, G-10 Aderhold Hall, College of Education, The University of Georgia, Athens, GA 30601 (\$3.00)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Education, Developmental Programs, Educational Accountability, Elementary Grades, *Institutes (Training Programs), Occupational Clusters, Program Descriptions, *Program Improvement, Program Planning,

*School Superintendents, Secondary Grades, *Superintendent Role, *Vocational Education

A 3-day institute was held to assist 30 school superintendents in acquiring information and an understanding essential for planning, implementing, and administering more adequate vocational education programs in their schools. Major presentations were: (1) "The Role and Responsibility of the Superintendent for Vocational Education" by J.W. Letson, (2) "The Essential Elements of a Developmental Program of Occupational Education" by G. Bottoms, (3) "Emerging Trends in Vocational Education: Programs and Finance" by G. O'Kelley, (4) "The Emerging Needs for Occupational Education in Georgia" by C. McDaniel, (5) "Innovations in Occupational Education" by J. Nix, (6) "Accountability: The State of the Art in Occupational Education" by R. Luckie, (7) "Occupational Education in Cobb County" by A.C. Crews, and (8) "A Comprehensive High School Program" by R.T. Guillebeau. In addition to the individual speeches, a symposium concerning several vocational and career education programs and the cluster concept was presented by P. Rutland, J. Pevey, N. Frantz, D. Kingsley, and J. Smith. Responses to an evaluation of the institute are included. (SB)

ED 080 763 VT 021 181

Dunn, James A. And Others

Career Education: A Curriculum Design and Instructional Objectives Catalog.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Curriculum Center for Occupational and Adult Education.

Pub Date Apr 73

Contract—OEC-0-72-4625

Note—375p.

Available from—Dr. James A. Dunn, Developmental Systems, Department 1, American Institutes for Research, P.O. Box 1113, Palo Alto, Ca 94302 (\$8.50)

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—*Administrative Personnel, *Career Education, Career Planning, *Catalogs, *Curriculum Design, *Educational Objectives, Educational Opportunities, Elementary Grades, Employment Opportunities, Goal Orientation, Individual Development, Secondary Grades, Self Concept

Intended for administrative personnel, curriculum specialists, and career education project directors who are considering introduction of career education activities in their school districts, this catalog presents a suggested curriculum design and detailed instructional objectives for career education for Grades K-9. An introductory chapter provides an overview of historical trends in curriculum, the place of career education in schools, and the characteristics and organization of the career education curriculum as it has been developed to date. Following this chapter, the 1,981 instructional objectives, arranged according to the topics and concepts they are intended to promote, are presented for these broad areas: (1) Self Understanding and Appreciation, (2) Opportunities and Options, (3) Orientation and Goal Formation, and (4) Goal Exploration. (SB)

ED 080 764 VT 021 182

Complete Report: Kodak Graphic Arts Industry Manpower Study.

Eastman Kodak Co., Rochester, N.Y.

Report No.—ED10-17T

Pub Date 73

Note—307p.

Available from—Eastman Kodak Company, 343 State Street, Rochester, New York 14650

EDRS Price MF-\$0.65 HC Not Available from EDRS.

Descriptors—Educational Needs, Employment Opportunities, *Employment Projections, *Graphic Arts, Labor Supply, *Manpower Needs, *Printing, Questionnaires, *Reproduction, Surveys

This report is believed to be the first nationwide attempt in more than three centuries of printing in America to define graphic arts manpower needs. The objectives of this study were to determine the current status of industry manpower and to predict manpower needs for the 1970's. To carry out these objectives two

questionnaires were developed, a personnel inventory of printing companies throughout the United States and a survey of organizations manufacturing equipment for the printing industry. Data are presented on the background for the study, major industry classifications, printing production processes, skilled personnel, sales/management personnel, wages, and minority and special group employment. Eleven recommendations for education and training were drawn from the study, including increased emphasis on developing student interest in the graphic arts industry and in preparing students for production and managerial opportunities in the industry of the 1970's. Some specific instructional recommendations for educational programs are made. A summary survey of graphic arts technology prepared for this study by the Graphic Arts Research Center of the Rochester Institute of Technology constitutes almost half of the document. This summary survey was based on a literature search and provides occupational information and a forecast of graphic arts technology. (MF)

ED 080 765 VT 021 183

Buetner, David LeRoy

Priorities for the Further Development of Career Education.

Pub Date 73

Note—129p.; Ph.D. Dissertation Abstract, Ohio State University, Columbus

Available from—University Microfilms, A Xerox Company, 300 N Zeeb Rd., Ann Arbor, Michigan 48103 (MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—*Career Education, Doctoral Theses, *Educational Development, Educational Needs, *Educational Research, Program Development, *Research Needs, *Research Problems

This study utilized the Delphi Technique to collect and synthesize the perceptions and experiential insight of persons involved in the early career education effort. Its specific objectives were to identify possible future efforts in career education and assign priorities to them according to their significance and to identify the level of consensus that existed among the respondents who produced the priority list. Three successive survey instruments distributed to career education researchers, developers, and implementers were used to gather data. The findings obtained were based upon response rates of 79.5 percent, 87.5 percent, and 85 percent respectively from the three survey instruments. Categories of items receiving high priority ratings were: (1) staff development, (2) items related to secondary preparation and the transition from school to work, and (3) efforts to promote public understanding, Accountability, evaluation efforts, and curriculum development for early, middle grades, and adult education were rated as lower, and basic research and theory explication efforts, as lowest in priority. Results of the effects of various demographic variables on the response patterns of respondents are included as are the conclusions. (Author/SN)

ED 080 766 VT 021 185

McCutcheon, James Randall

An Assessment of Factors Related to the Diffusion Strategy for Simulation Training Materials.

Pub Date 73

Note—99p.; Ph.D. Dissertation, Ohio State University, Columbus

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, Michigan 48103 (MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Adoption (Ideas), *Diffusion, Doctoral Theses, *Educational Strategies, Evaluation, Information Dissemination, Leadership Training, Management Games, *Participant Characteristics, Programmed Materials, *Simulation, *Simulators, Vocational Education

This study was prompted by the lack of a well developed strategy for the diffusion of simulation training materials developed by the Center for Vocational and Technical Education at the Ohio State University for use in vocational leadership development programs. Specifically, the study sought to: (1) describe the strategy employed to diffuse the three simulation packages, (2) describe the characteristics of the workshop par-

ticipants who were prepared to be trainers and diffusers of the materials, and (3) assess the relationship between selected demographic and attitudinal factors and the stage of plans which the participants developed for utilizing and diffusing the simulation materials. The strategy employed to diffuse materials was aimed at creating a widespread diffusion capability by using a "trainer of trainers" strategy. The tactics utilized were: (1) initial awareness, (2) personal letter followup, (3) mailing of workshop announcements and applications, (4) selection and notification of participants, (5) planning and conducting workshops, (6) telephone followup of trainers, and (7) distribution of materials. Evaluative outcomes are included as are detailed procedural efforts. (Author/SN)

ED 080 767 VT 021 187
Apple, E.T.

A Study of the Effectiveness of Workshops for Vocational Teachers of Disadvantaged High School Students in Oklahoma.

Pub Date Jul 73
Note—106p.; Ed.D. Dissertation, Oklahoma State Univ., Stillwater

Available from—University Microfilms, A Xerox Company, 300 N. Zeeb Rd., Ann Arbor, MI 48106 (MF \$4.00, Xerography \$10.00)

Document Not Available from EDRS.

Descriptors—Behavioral Objectives, *Disadvantaged Youth, Doctoral Theses, Educational Equipment, Educational Research, *Equipment Utilization, High School Students, Motivation Techniques, Student Motivation, Teacher Attitudes, *Teacher Workshops, *Teaching Techniques

Identifiers—*Oklahoma

A series of nine 3-day workshops for vocational education teachers of disadvantaged students in 44 Oklahoma counties were held in June 1970 to determine whether teachers: (1) attitudes toward disadvantaged students were changed favorably, (2) use of behavioral objectives was increased, (3) use of innovative motivational methods was increased, and (4) opportunities for grants to purchase equipment and supplies were utilized. To measure the effectiveness of the workshops, a questionnaire was developed and administered one year after the workshops to a random sample of 100 teachers who had attended the workshops and a random control sample of 100 teachers who had not attended the workshops. Data analysis revealed that there were no significant differences between the groups on their attitudes toward disadvantaged students nor on the use of behavioral objectives in classroom activities. There was an observed difference between the groups in regard to the number of innovative teaching techniques they used in the classroom to motivate disadvantaged students to learn. There was a 40 percent utilization of grants for equipment or supplies to help disadvantaged students to learn. (Author/SB)

ED 080 768 VT 021 208
Jones, Charles B.

Computer Programs. A Systems Approach to Placement and Follow-Up: A Computer Model.

Bryan Independent School District, Tex.
Spons Agency—Texas Education Agency, Austin.

Div. of Occupational Research and Development.

Pub Date 73

Note—218p.

EDRS Price MF-\$0.65 HC-\$9.87

Descriptors—*Computer Programs, *Data Bases, High School Students, *Job Placement, *Student Records, *Vocational Followup

Identifiers—Bryan Independent School District, Texas

The computer programs utilized in a systems approach to job placement and followup for students in the Bryan Independent School District, of Bryan Texas public high schools are presented in this document. The programs are for record update, delete, change format, followup summary, followup detail, roster, mailer, and nonvocational followup summary. A related document is available in this issue as VT 021 209. [Reproduced from best available copy.] (MF)

ED 080 769 VT 021 209
Jones, Charles B.

A Systems Approach to Placement and Follow-Up: A Computer Model.

Bryan Independent School District, Tex.

Spons Agency—Texas Education Agency, Austin.
Div. of Occupational Research and Development.

Pub Date 73

Note—109p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Computer Programs, Coordinators, *Data Processing, Employment Opportunities, High School Students, *Job Placement, Methodology, *Models, School Industry Relationship, Student Records, *Vocational Followup

Identifiers—Bryan Independent School District, Texas

This study presents a computer model for the development and implementation of a systems approach to job placement and followup data on former public high school students. The model provides a procedure for compiling followup information on graduates and dropouts in a form that makes the data easily accessible for decision making about program changes within the schools. The school must share the responsibility not only for job training but also for job development and job placement. A coordination office for all the high schools in the Bryan Independent School District worked to coordinate all placement and followup activities and to develop forms and methods for recording the data on these activities. Information from employers on job possibilities, data from student records, student job placement data, and followup data were summarized for the computer. The report includes a description of the computer programs and their use. A related document is available in this issue as VT 021 208. (MF)

ED 080 770 VT 021 225
Vocational Education State Instructional Materials for Distributive Education.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Contract—OEC-0-70-4541

Grant—OEG-0-72-4682

Note—68p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (S/N 1780-01170, \$0.95)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Codification, *Distributive Education, *Instructional Materials, Instructional Programs, *Occupational Information, *Resource Materials

This annotated listing of curriculum materials is provided to inform planners, administrators, vocational educators, and others interested in vocational education programs of the available curriculum materials in distributive education developed by the various States. The materials have been identified with the instructional titles and codes from the classification system of the Office of Education. These titles and codes link vocational education programs to occupations. Using the codes in this listing relates the curriculum materials to the instructional program. Publications are listed by States in the subject areas for advertising, apparel, automotive, finance, floristry, food, equipment and supplies, and other retail and wholesale trades. Instructions for ordering specific materials from the appropriate State sources are included. (Author/MF)

ED 080 771 VT 021 226
Vocational Education State Instructional Materials for Home Economics.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Contract—OEC-0-70-4541

Grant—OEG-0-72-4682

Note—33p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (S/N 1780-01172, \$0.60)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Codification, *Home Economics Education, *Instructional Materials, Instructional Programs, *Occupational Information, *Resource Materials

This annotated listing of curriculum materials is provided to inform planners, administrators, vocational educators, and others interested in vocational education programs of the available curriculum materials in home economics education developed by the various States. The materials have been identified with the instructional titles and codes from the classification system of the Office of Education. These titles and codes link vocational education programs to occupations. Using the codes in this listing relates the curriculum materials to the instructional program. Publications are listed by States in the subject areas for homemaking, clothing, consumer education, family relations, foods, housing, and home furnishings. Instructions for ordering specific materials from the appropriate State sources are included. (Author/MF)

ED 080 772 VT 021 227
Vocational Education State Instructional Materials for Technical Education.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Contract—OEC-0-70-4541

Grant—OEG-0-72-4682

Note—24p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (S/N 1780-01174, \$0.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Codification, Engineering Technology, *Instructional Materials, Instructional Programs, *Occupational Information, *Resource Materials, *Technical Education

This annotated listing of curriculum materials is provided to inform planners, administrators, vocational educators, and others interested in vocational education programs of the available curriculum materials in technical education developed by the various States. The materials have been identified with the instructional titles and codes from the classification system of the Office of Education. These titles and codes link vocational education programs to occupations. Using the codes in this listing relates the curriculum materials to the instructional program. Publications are listed by States in the subject areas for chemical, civil, roadway, electronic, mechanical, environmental control, instrumentation, and other engineering related technologies. Instructions for ordering specific materials from the appropriate State sources are included. (Author/MF)

ED 080 773 VT 021 228
Vocational Education State Instructional Materials for Health Occupations Education.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Contract—OEC-0-70-4541

Grant—OEG-0-72-4682

Note—26p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (S/N 1780-01171, \$0.50)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Codification, *Health Occupations Education, *Instructional Materials, Instructional Programs, *Occupational Information, *Resource Materials

This annotated listing of curriculum materials is provided to inform planners, administrators, vocational educators, and others interested in vocational education programs of the available curriculum materials in health occupations education developed by the various States. The materials have been identified with the instructional titles and codes from the classification system of the

Office of Education. These titles and codes link vocational education programs to occupations. Using the codes in this listing relates the curriculum materials to the instructional program. Publications are listed by States in the subject areas for dental assisting and technology, medical laboratory technology, nursing aides and technicians, rehabilitation therapy, radiologic technology, and other health occupations. Instructions for ordering specific materials from the appropriate State sources are included. (Author/MF)

ED 080 774 VT 021 229
Vocational Education State Instructional Materials for Office Occupations.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Contract—OEC-0-70-4541

Grant—OEG-0-72-4682

Note—31p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (S/N 1780-01173, \$0.60)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Annotated Bibliographies, Codification, *Instructional Materials, Instructional Programs, *Occupational Information, *Office Occupations Education, *Resource Materials

This annotated listing of curriculum materials is provided to inform planners, administrators, vocational educators, and others interested in vocational education programs of the available curriculum materials in office occupations education developed by the various States. The materials have been identified with the instructional titles and codes from the classification system of the Office of Education. These titles and codes link vocational education programs to occupations. Using the codes in this listing relates the curriculum materials to the instructional program. Publications are listed by States in the subject areas for accounting and computing, business data processing systems, general clerical, stenographic and secretarial, supervisory and administrative, and other office occupations. Instructions for ordering specific materials from the appropriate State sources are included. (Author/MF)

ED 080 775 VT 021 230
Vocational Education State Instructional Materials for Agriculture.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Contract—OEC-0-70-4541

Grant—OEG-0-72-4682

Note—80p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (S/N 1780-01169, \$1.05)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agricultural Education, *Annotated Bibliographies, Codification, *Instructional Materials, Instructional Programs, *Occupational Information, *Resource Materials

This annotated listing of curriculum materials is provided to inform planners, administrators, vocational educators, and others interested in vocational education programs of the available curriculum materials in agricultural education developed by the various States. The materials have been identified with the instructional titles and codes from the classification system of the Office of Education. These titles and codes link vocational education programs to occupations. Using the codes in this listing relates the curriculum materials to the instructional program. Publications are listed by States in the subject areas for agricultural production, supplies, mechanics, products, ornamental horticulture, and agricultural resources. Instructions for ordering specific materials from the appropriate State sources are included. (Author/MF)

ED 080 776 VT 021 231
Vocational Education State Instructional Materials for Trade and Industrial Occupations.

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.; Texas Education Agency, Austin. Dept. of Occupational Education and Technology.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 73

Contract—OEC-0-70-4541

Grant—OEG-0-72-4682

Note—116p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (S/N 1780-01175, \$1.35)

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Annotated Bibliographies, Codification, *Instructional Materials, Instructional Programs, *Occupational Information, *Resource Materials, *Trade and Industrial Education

This annotated listing of curriculum materials is provided to inform planners, administrators, vocational educators, and others interested in vocational education programs of the available curriculum materials in trade and industrial education developed by the various States. The materials have been identified with the instructional titles and codes from the classification system of the Office of Education. These titles and codes link vocational education programs to occupations. Using the codes in this listing relates the curriculum materials to the instructional program. Publications are listed by States in the subject areas for various trade and industrial activities, with the most numerous listings under automotive services, electrical occupations, construction and maintenance trades, and metalworking. Instructions for ordering specific materials from the appropriate State sources are included. (Author/MF)

ED 080 777 VT 021 232
The Gregg/McGraw-Hill Program Planning Guide for Health Occupations Education.

Pub Date 72

Note—52p.

Available from—Gregg/McGraw-Hill, 680 Forrest Road, N.E., Atlanta, GA 30312 (No price quoted)

Document Not Available from EDRS.

Descriptors—*Course Content, Course Objectives, *Curriculum Guides, Flow Charts, *Health Occupations Education, *Instructional Programs, Matrices, Program Guides, *Program Planning, Unit Plan

This publication consists of an instructional program planning guide matrix and flow chart on a separate foldout form and a curriculum guide for health occupations education. The first two sections provide instructions to assist in the design of health occupations training programs and a synopsis for each program plotted on the matrix and flow chart. Section 3 contains a detailed description of each of the 20 instructional units shown on the matrix and flow chart, including instructional content, objectives, and materials. Section 4 gives a description and prototype of performance goals and Section 5 provides a planning worksheet for assembling the data for a specific job training program. (MF)

ED 080 778 VT 021 233
The Gregg/McGraw-Hill Program Planning Guide for Distributive Education.

Pub Date 72

Note—39p.

Available from—Gregg/McGraw-Hill, 680 Forrest Road, N.E., Atlanta GA 30312 (No price quoted)

Document Not Available from EDRS.

Descriptors—*Course Content, Course Objectives, *Curriculum Guides, *Distributive Education, Flow Charts, *Instructional Programs, Matrices, Program Guides, *Program Planning, Unit Plan

This guide for planning distributive education instructional programs consists of five parts. Part 1 is a separate foldout form, one side of which is a planning guide matrix relating jobs and occupational clusters with modules or units of instruction, with the reverse side showing the same data as a flow chart of modules leading to jobs. Part 2 provides instructions for use of the planning guide. Part 3 gives a detailed description of each of the 20 instructional modules shown on the matrix and flow chart. Parts 4 and 5 provide a synopsis for each training program and a planning worksheet to use in assembling all the key data for the training program. (MF)

ED 080 779 VT 021 234
The Gregg/McGraw-Hill Curriculum Guide for Office Education.

Pub Date 72

Note—76p.

Available from—Gregg/McGraw-Hill, 680 Forrest Road, N.E., Atlanta, GA 30312 (No price quoted)

Document Not Available from EDRS.

Descriptors—*Course Content, Course Objectives, *Curriculum Guides, *Instructional Programs, Matrices, *Office Occupations Education, Program Guides, *Program Planning, Unit Plan

This publication consists of a curriculum guide and a separate foldout program planning guide for office occupations education. A synopsis is given for each training program plotted on the grid of the planning guide. The curriculum guide presents a detailed description of each of the 59 instructional modules shown on the planning guide. A prototype of a program planning worksheet is provided for assembling key data for a specific job training program. (MF)

ED 080 780 VT 021 244
Career Education: An ERIC Bibliography.

Macmillan Information, New York, N.Y.

Pub Date 73

Note—360p.

Available from—Macmillan Information, 866 Third Avenue, New York, N.Y. 10022 (no price quoted)

Document Not Available from EDRS.

Descriptors—*Abstracts, *Annotated Bibliographies, *Career Education, Indexes (Locators), *Literature Reviews, Research Reviews (Publications), *Resource Materials, Subject Index Terms

Identifiers—*Educational Resources Information Center, ERIC

This bibliographical guide to career education materials contains a compilation of all the references on file at ERIC on career education. Included and listed by ED and EJ accession numbers are abstracts and annotations of the documents and journal articles complete with the title, authors' names, date of publication, and number of pages of each reference. To further facilitate the ease of information retrieval, subject and author indexes are provided and information on how to order ERIC document reproductions is given. (SN)

ED 080 781 VT 021 279
Practical Nursing Education: Criteria and Procedures for Accreditation.

National Association for Practical Nurse Education and Service, Inc., New York, N.Y.

Report No.—Pam-3

Pub Date 73

Note—32p.

Available from—National Association for Practical Nurse Education and Service, Inc., 122 East 42nd Street, New York, N.Y. 10017 (\$2.00)

Document Not Available from EDRS.

Descriptors—*Accreditation (Institutions), Certification, *Educational Programs, *Evaluation Criteria, Medical Education, *Nursing, Pamphlets, *Practical Nurses

The third in a series of pamphlets on practical nursing education, this document contains information on accreditation standards governing nursing programs. Included are announcements of: (1) available accreditation and consultation services, (2) policies regulating accreditation eligibility, (3) standards of ethics by which nursing programs are governed, (4) criteria for assessing the merit of basic and postgraduate programs and courses, and (5) accreditation procedures to be followed in evaluating basic and postgraduate courses of study for licensed practical nurses. (SN)

ED 080 782 VT 021 280
Summer Employment Training and Development Programs Idea Book.

Civil Service Commission, Washington, D.C. Bureau of Training.

Pub Date Mar 72

Note—64p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Developmental Programs, *Employment Programs, Employment Services, *Job Training, Manpower Development, *Resource Guides, *Summer Programs, *Training Techniques

This booklet was compiled from information received from employment agencies involved in the federal summer jobs program over the past five years and is intended to provide employment staffs with a reference to various ideas, techniques, and resources useful in training summer employees. Ideas and techniques are presented in outline and summary form. Samples of training and guidance materials are provided as are descriptions and sources of pre-packaged courses in basic education, job and consumer counseling, and bibliographies of publications and films appropriate for use in training activities. (Author/SN)

ED 080 783

VT 021 282

Anderson, Michael A. Owen, Shubel D.

A Determination of Instructional Commonalities in Agricultural Occupations in the Fargo, West Fargo, North Dakota, Metropolitan Area. Report of the Research Study.

Fargo Public Schools, N. Dak.; North Dakota State Univ., Fargo. Dept. of Agricultural Education.

Spons Agency—North Dakota State Board for Vocational Education, Bismarck.

Pub Date 22 Jun 73

Note—67p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Agriculture, Agricultural Occupations, Cooperative Education, Curriculum Development, *Curriculum Research, Field Experience Programs, *Instructional Programs, Metropolitan Areas, Occupational Clusters, *Off Farm Agricultural Occupations, *Relevance (Education), State Surveys

Identifiers—*North Dakota

Conducted in the Fargo and West Fargo metropolitan area, this study had as its objectives to determine: (1) opportunities for using local businesses as centers for student-learner employment, (2) the willingness of employers to take part in other types of teaching involvement, and (3) the relevance of 44 selected agricultural competency clusters necessary or useful for job entry. Questionnaires distributed to 164 agribusinesses in the area supplied the data. Conclusive findings included: (1) Generally, management representatives surveyed were willing to assist the school in providing centers for field trips, but not many were enthusiastic about providing opportunities for supervised experience programs, (2) Employment in firms that hired large numbers of part-time employees tended to be seasonal, (3) Agribusiness management and marketing clusters were considered most important for job entry of the 44 competency clusters surveyed, (4) Except for some agribusiness management and marketing clusters, the competency clusters were not commonly accepted as relevant to all types of employment, and (5) Skill type clusters were considered least important for obtaining employment. (Author/SN)

ED 080 784

VT 021 283

Proceedings of the 1971 Southern Research Conference in Agricultural Education (Clemson, S.C., July 28-30, 1971): Regaining the Initiative for Research in Agricultural Education.

Clemson Univ., S.C.

Pub Date Jul 71

Note—183p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Agricultural Education, *Con-

ference Reports, Educational Objectives, Educational Philosophy, *Educational Research, Research Needs, Southern States, *Speeches, Vocational Agriculture

This document summarizes the activities of the 1971 Southern Research Conference in Agricultural Education. Concerned with the apparent laxity in attitude toward research, conference members chose as their motto, "Regaining the Initiative for Research in Agricultural Education." Presentations included speeches concerning the need for research, the status of occupational education, evaluation of programs, and the change process in education. Included in the document are the addresses delivered by the 17 guest speakers, a conference summary, announcements of plans for the 1972 meeting, and a list of the names, occupational titles, and locations of the conference members. (SN)

ED 080 785

VT 021 287

A Critique of the Education Portion of Chapter V—"Work, Education, and Job Mobility" of [the report entitled] "Work in America."

Center for Adult, Vocational, Technical, and Manpower Education (DHEW/OE), Washington, D.C.

Pub Date Aug 73

Note—76p.

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—Career Education, Concept Formation, *Content Analysis, *Educational Attitudes, Evaluation Criteria, Government Publications, Literature Reviews, Manpower Development, *Vocational Education

This document presents a critique of the "Education" portion of Chapter V of the report entitled "Work in America," available as ED 070 738. The critique was prepared by a special committee on the Center for Adult, Vocational, Technical, and Manpower Education of the Bureau of Adult and Occupational Education, Office of Education, because this particular part of the report had appeared to some persons as an attack on vocational education. The committee chose two evaluation approaches, the first a conceptual one to determine underlying assumptions relating to that part of the report and the second an analytical study to determine if the report contained inadequacies which resulted in faulty findings. Excerpts from previous reviews of the study portion of the report are presented, followed by a section concerned with the apparent conceptual framework in the "Work in America" portion being analyzed. This section of the critique lists 15 underlying assumptions, with the study committee's comments on each. A paragraph-by-paragraph content analysis of the work reviewed constitutes the largest part of the study. An "index of inadequacy" summarizes the findings of this content analysis, with an average of 4.2 inadequacies per paragraph found according to the evaluation criteria used. (MF)

ED 080 786

VT 021 288

Gross, David E. And Others

Papers On a Career Education Curriculum.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Bureau of Adult, Vocational, and

Technical Education (DHEW/OE), Washington, D.C.

Report No.—AIR-TR-339-3

Pub Date Jul 73

Contract—OEC-0-72-4625

Note—59p.; Papers presented at Annual Meeting of the Western Psychological Association (Anaheim, California, April 1973)

EDRS Price MF-\$0.65 HC-\$3.29

Descriptors—*Career Education, *Curriculum Development, *Educational Change, Educational Strategies, Measurement, *Psychoeducational Processes, Psychology, *Social Psychology, Speeches, Symposia

Identifiers—The Western Psychological Association

This document contains the text of speeches presented in symposia at the April 1973 meeting of the Western Psychological Association held in Anaheim, California. "The Social Psychology of Change in Educational Institutions" and "Psychology as the Foundation for Elementary School Career Education Curricula" were the theme titles of the symposia. Presentations included: (1) "The AIR Career Education Curriculum" by Lauri Steel, (2) "Measuring Dispositions Toward the Implementation Of Career Education In The Classroom" and "Implementation Strategies for Educational Change" by Robert Kaplan and David Gross, and (3) "The Application Of Selected Psychological Principles to Career Education" by John Kroll. (SN)

ED 080 787

VT 021 290

Manpower Advice for Government. National Manpower Advisory Committee Letters to the Secretaries of Labor and of Health, Education, and Welfare, 1962-1971.

Manpower Administration (DOI), Washington, D.C.; National Manpower Advisory Committee, Washington, D.C.

Pub Date 72

Note—190p.

EDRS Price MF-\$0.65 HC-\$6.58

Descriptors—*Advisory Committees, Employment Services, *Federal Legislation, Federal Programs, *Letters (Correspondence), *Manpower Development, Meetings, Regional Cooperation

Identifiers—*Manpower Development and Training Act, Manpower Policy, National Manpower Advisory Committee

This volume presents the letters forwarded to the Secretary of Labor and to the Secretary of Health, Education, and Welfare which summarized the findings and recommendations of the National Manpower Advisory Committee (NMAC) at 32 meetings between September 1962 and December 1971. As March 15, 1972 marked the 10th anniversary of the passage of the Manpower Development and Training Act of 1962 (MDTA), the NMAC proposed that these letters be published to provide an intimate view of the evolution of Federal manpower policy and programming. The Secretary of Labor concurred with this recommendation to give maximum access to public records. Appendixes include supplementary documents and additional data about the structure and functioning of the NMAC. Eli Ginsberg, the chairman of the NMAC and the drafter of the letters, has written an introduction which reviews the advice given during the first decade of manpower programs under the MDTA, identifies the principal themes which have preoccupied the Committee, and adds selected judgments informed by the perspective of time about the appropriateness and effectiveness of the advice which the Committee proffered. (Author/MF)

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the résumé section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

Perception

Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.

Accession Number ————— ED 013 371

45-15 Plan

Year-Round Schools: An Assessment of the Program's Initial Year in Four Chula Vista Elementary Schools.

ED 079 833

Ability

The Effectiveness of Discovery Learning in Relation to Concrete and Abstract Teaching Methods in Mathematics.

ED 080 303//

The Effect of Race of Examiner on the Mental Test Scores of White and Black Pupils.

ED 080 645

Toward the Establishment of Noncognitive Factors Through Literature Search and Interpretation.

ED 080 579

Ability Grouping

Interaction of Level I and Level II Abilities With Race and Socioeconomic Status.

ED 080 647

Abstraction Levels

Task Sequence in Visual Perception: Validation of Abstract Level.

ED 079 886

Abstracts

An Analytical Review of Longitudinal and Related Studies as They Apply to the Educational Process. Towards Synthesis, Volume II.

ED 079 847

Annual Meeting of National Association for Research in Science Teaching. Abstracts of Presented Papers (46th, Detroit, Michigan, March, 1973).

ED 080 305

Career Education: An ERIC Bibliography.

ED 080 780//

EMAP Users Manual.

ED 080 472

Guide to Title VII ESEA Bilingual Bicultural Projects in the United States.

ED 080 284

Investigations in Mathematics Education, Volume 6 Number 2.

ED 080 379

Quantitative Information on Teacher Training.

ED 080 471

A Technology of Health Manpower Utilization: Uniform Measurement and Evaluation.

ED 080 698

Academic Ability

Effects of Motivation Orientation, Ability, Social Class, and Mediation on Verbal Learning. IMRID Papers and Reports. Volume VII, No. 3.

ED 079 615

Academic Achievement

An Analytical Study of Secondary Freshmen Bilingual Education and Its Effect on Academic Achievement and Attitude of Mexican American Students.

ED 079 671//

Changes in First-Grade Achievement and the Predictive Validity of I. O. Scores, As a Function of an Adaptive Instructional Environment.

ED 079 953

Educational Trends of the Rural and Urban Population of Georgia.

ED 080 254

The Effects of a Mastery Teaching Strategy on Teacher Attitudes and Pupil Achievement.

ED 080 311

Exemplary Magnet Program. Title III, ESEA. Final Report, 1969-72.

ED 080 622

Invitational Conference on Testing Problems (New York, November 1, 1969).

ED 080 539

Marks and Mobility in a Downtown School.

ED 079 665

Performance Indicators Workbook: Edition I, for Calculating School District Performance in Elementary School Reading and Arithmetic.

ED 080 591

Predicting High and Low Success Group Membership in an A-T Biology Program.

ED 080 308

Pupil Achievement in Science A Process Approach - Part E.

ED 080 286

Social Background and Educational Career: Research Perspectives on Equality of Educational Opportunity.

ED 080 397

Social Reinforcement of Excellence: Dean's List and Academic Achievement.

ED 079 644

Study of Modified School Programs for Migrant Children.

ED 080 241//

Academic Aptitude

A Study of the Relationship between Complex Problem Solving and a Measure of Scholastic Aptitude.

ED 080 577

Academic Aspiration

High School Math as the Critical Filter in the Job Market.

ED 080 351

Academic Education

PREP (Army Predischarge Education Program) USA: An Analysis of the Predischarge Educa-

tion Program of Army Posts in the Continental United States. Final Report.

ED 079 564//

Academic Performance

The Development of an Oral/Aural Speech Placement Test for Disadvantaged College Students in an Experimental Branch of the SEEK Program.

ED 079 797

The Interpretation of Student Performance on Evaluative Tests.

ED 080 313

Maine Assessment of Educational Progress, Report 2. Results Report 1: Citizenship and Writing, 1972.

ED 080 598

Marks and Mobility in a Downtown School.

ED 079 665

The Relationship of the Home to "Under- or Over-Achievement."

ED 079 626

Academic Standards

Pass/Fail Grading: Summary and Tentative Conclusions.

ED 080 073

Access

Access. Challenge for Change/Societe Nouvelle Number Eleven.

ED 079 999

Accident Prevention

Bicycle Safety in Action.

ED 079 648

Improving Student Patrols: A Guide.

ED 079 649

Our Schools Plan Safe Living.

ED 079 650

Transportation Safety Education and Manpower Training.

ED 080 716

Accreditation (Institutions)

Practical Nursing Education: Criteria and Procedures for Accreditation.

ED 080 781//

Acculturation

Minority Migrants in the Urban Community. Mexican-American and Negro Adjustment to Industrial Society.

ED 080 636//

Achievement Gains

Compensatory Prekindergartners' I.Q. Gain Correlated with Third Grade Reading Achievement.

ED 080 179

- Effective School Programs for Disadvantaged Minority Children. ED 080 198
- Teacher Expectations and Student Achievement: A Replication and Extension. Final Report. ED 080 567
- Achievement Tests**
- Documenting Educational Change; The Annual Western Regional Conference on Testing Problems (14th, San Francisco, California, May 7, 1965). ED 080 547
- Invitational Conference on Testing Problems (New York, November 1, 1969). ED 080 539
- Pilot Program on Common Status Measures Objective-Referenced Tests. Colorado Evaluation Project, Report No. 1. ED 080 570
- State Testing Programs: A Survey of Functions, Tests, Materials, and Services. ED 080 536
- The Use of Correlates of Achievement in State-wide Assessment. ED 080 533
- Acoustics**
- Normal Aspects of Speech, Hearing, and Language. ED 079 771//
- Action Programs (Community)**
- Action-Research: A New Style of Politics, Education and Ministry. Paper Number 6. ED 080 044
- Action Research**
- Action-Research: A New Style of Politics, Education and Ministry. Paper Number 6. ED 080 044
- Activism**
- Chicanos. Our Background and Our Pride. ED 080 231//
- Activities**
- Relating Outdoor Education Concepts to Teachers of Emotionally Handicapped Children and Youth - Long Island Area - March 10, 1973. ED 080 265
- Activity Learning**
- Career Education: A Report. ED 080 743
- Adjustment (to Environment)**
- Invitational Conference on Testing Problems (New York, October 29, 1966). ED 080 540
- Administration**
- Urban Issues in Special Education. A Special Study Institute Proceedings. ED 079 893
- Administrative Organization**
- Comparative Analysis of Administrative Structures of Educational Systems in Australia and Canada. ED 079 853
- State Support and Operation of Public Schools in Hawaii. Report of a Study. ED 079 824
- Administrative Personnel**
- The Administrative Internship as an Out-of-Class Methodology in Leadership Development. ED 080 064
- Career Education: A Curriculum Design and Instructional Objectives Catalog. ED 080 763
- Educational Telecommunications. Cable Conference. ED 079 966
- The English Department Chairman: A Job Description. ED 079 733//
- The Supply and Demand of Public School Administrators in Minnesota. ED 079 809
- Administrative Policy**
- AAUP Policy Documents and Reports. ED 080 102
- Project 1982: Instruction, Administration, Business, Special Services. ED 079 829
- Administrative Principles**
- Effective Communications and an Accountable Administrative Process. ED 079 863
- The School Principal and Negotiations: A Middle Management Dilemma. Oregon School Study Council Bulletin, Volume 13, Number 5. ED 079 845
- Administrative Problems**
- Career Education: Local Administration of Programs. ED 080 665
- Administrator Attitudes**
- The Assistant Principal. Oregon School Study Council Bulletin, Volume 13, Number 6. ED 079 844
- An Investigation of the Attitudes of School Administrators and School Board Presidents Toward Career Education in Public Schools of New Mexico. ED 080 704//
- Practices of Research Organizations in Surveys of the Poor. ED 080 642
- Administrator Characteristics**
- The Administrative Internship as an Out-of-Class Methodology in Leadership Development. ED 080 064
- A Status Survey of the Elementary School Assistant Principals in Georgia, 1971. ED 079 854
- Administrator Education**
- Administering a School Volunteer Program. An Individualized Volunteer Education Module. ED 079 841
- The Area Superintendent: An In-Basket Simulation Exercise. ED 079 807//
- An Interpretive Analysis of Information on Instructional Accountability in Higher Education. Final Report. ED 080 092
- The Preparation and Certification of Educational Administrators: A UCEA Commission Report and Summary. ED 079 839
- The Supply and Demand of Public School Administrators in Minnesota. ED 079 809
- Administrator Evaluation**
- A Study of Methods for Evaluating Chief School Officers in Local School Districts. Management Information Series No. 1. ED 079 815
- Administrator Guides**
- An Administrator's Handbook on Educational Accountability. ED 079 831
- Americanization Guidelines for Public School Directors of Continuing Education and Teachers of the Foreign Born. ED 079 578
- Career Education: A Guide for School Administrators. ED 080 745//
- Management by Objectives and Results -- a Guidebook for Today's School Executive. ED 079 837
- A New Motivation for Learning: The Graphics Expression System. Manual for Administrators. ED 079 965
- Year-Round Community Schools: A Framework for Administrative Leadership. ED 079 838
- Administrator Qualifications**
- The Supply and Demand of Public School Administrators in Minnesota. ED 079 809
- Administrator Responsibility**
- The Assistant Principal. Oregon School Study Council Bulletin, Volume 13, Number 6. ED 079 844
- The English Department Chairman: A Job Description. ED 079 733//
- Administrator Role**
- The Assistant Principal. Oregon School Study Council Bulletin, Volume 13, Number 6. ED 079 844
- Career Education: A Guide for School Administrators. ED 080 745//
- Career Education: Leadership Roles. ED 080 666
- Dissensus in Expectations for the Role of the Supervisor of Instruction as Perceived by Supervisors, Principals, and Teachers. Oregon School Study Council Bulletin, Volume 13, Number 10. ED 079 843
- Effective Communications and an Accountable Administrative Process. ED 079 863
- The Effect of the Senior High School Principal's Rule Administration Behavior on Staff Militancy and Leadership Perception. ED 079 835
- Institute for Principals, Planning and Implementing Programs in Vocational Education. ED 080 761
- The Management Team from a Principal's Point of View. ED 079 817
- The Principal as Decision-Maker: Can Anyone Agree? Oregon School Study Council Bulletin, Volume 14, Number 7. ED 079 846
- Administrator Selection**
- The Preparation and Certification of Educational Administrators: A UCEA Commission Report and Summary. ED 079 839
- Administrator Supply and Demand**
- The Supply and Demand of Public School Administrators in Minnesota. ED 079 809
- Admission (School)**
- College Vacancy Survey: June 1973. ED 080 048
- Admission Criteria**
- Directory of Education and Training Programs for Health Occupations in North Dakota, South Dakota, Minnesota and Montana. ED 080 708
- The Selection of Students for Orthotic-Prosthetic Educational Programs. Final Report. ED 080 046
- Adolescence**
- What Teenagers Want to Know. ED 080 146//
- Adolescents**
- A Longitudinal Vocational Development Study: Some Findings and Implications. ED 080 673
- Main Ideas and Organization: Theme 6, Reading. ED 079 688
- Metaphors and Modalities: How Children Project Polar Adjectives onto Diverse Domains. ED 080 142
- Reference Materials: Theme 4, Reading. ED 079 687
- Adopted Children**
- Outcome of Black Children - White Parents Transracial Adoptions. ED 079 647
- Adoption**
- Outcome of Black Children - White Parents Transracial Adoptions. ED 079 647
- Adult Basic Education**
- Adult Basic Education Program Statistics. Students and Staff Data: July 1, 1970-June 30, 1971 and Selected Summaries of Fiscal Years 1967-71. ED 079 574
- Decision-Making in the Planning and Implementation of Instruction in Adult Basic Education. Research to Practice Series. ED 079 588//
- Facilitating Learning Through the Use of Supportive Services in Adult Basic Education. Research to Practice Series. ED 079 593//
- In-Service Education in Adult Basic Education. Research to Practice Series. ED 079 587//
- Preventing Dropouts in Adult Basic Education. Research to Practice Series. ED 079 592//

- Program Evaluation in Adult Basic Education. Research to Practice Series. ED 079 589//
- Recruitment in Adult Basic Education. Research to Practice Series. ED 079 584//
- The Role of the Paraprofessional in Adult Basic Education. Research to Practice Series. ED 079 590//
- Starting Students Successfully in Adult Basic Education. Research to Practice Series. ED 079 591//
- Adult Characteristics**
A Profile of Students Enrolled for Credit in the Extramural Teaching Program at Louisiana State University, Spring Semester, 1973. ED 080 529
- Adult Development**
Age Differences in Self-Concept from Early Adulthood through Old Age. ED 079 613
- Adult Education**
Career Education: The Role of Adult Education. ED 080 661
- Compulsory Adult Education. ED 079 572
- Education of Adults; A Bibliography. ED 079 583
- Mass Media in Adult Education: Methodological Aspects of Media Research. ED 079 942
- Reading and the High School Equivalency Program. ED 079 716
- Adult Education Programs**
Adult Basic Education Program Statistics. Students and Staff Data: July 1, 1970-June 30, 1971 and Selected Summaries of Fiscal Years 1967-71. ED 079 574
- Handbook for Directors of Continuing Education. ED 079 607
- The Opportunity for a Lifetime: A Look at Continuing Education and What the Washington Community Colleges Are Doing About It. ED 079 609
- PREP (Army Predischarge Education Program) USA: An Analysis of the Predischarge Education Program of Army Posts in the Continental United States. Final Report. ED 079 564//
- A Profile of Students Enrolled for Credit in the Extramural Teaching Program at Louisiana State University, Spring Semester, 1973. ED 080 529
- Resources for Continuing Nursing Education in the Genesee Region, New York State. ED 079 570
- Training of Adult Educators and Adult Education Research in Hungary. ED 079 577
- Adult Educators**
Career Education: The Role of Adult Education. ED 080 661
- Training of Adult Educators and Adult Education Research in Hungary. ED 079 577
- Adult Farmer Education**
Will He Take Over? A Longitudinal, Five County Study of Patterns of Establishment in Farming by Wisconsin's Farm Youth. ED 079 563
- Adult Learning**
Physiological Factors in Adult Learning and Instruction. Research to Practice Series. ED 079 586//
- Psychological Factors in Adult Learning and Instruction. Research to Practice Series. ED 079 585//
- Adult Programs**
An Approach to Consumer Education for Adults. ED 079 596
- Adult Reading Programs**
Reading and the High School Equivalency Program. ED 079 716
- Adult Vocational Education**
Vocational Training in the European Economic Community, with Particular Reference to its Likely Impact on British Training Policy and Practice. ED 080 684//
- Advisory Committees**
Education for Employment in Ohio. Ohio Advisory Council for Vocational Education Third Annual Report, 1972-1973. ED 080 659
- Manpower Advice for Government. National Manpower Advisory Committee Letters to the Secretaries of Labor and of Health, Education, and Welfare, 1962-1971. ED 080 787
- New York State Advisory Council on Vocational Education Third Annual Report, Fiscal Year 1972. ED 080 667
- Vocational Education in Washington State: A Critical Evaluation. Part Two: Detailed Analysis. ED 080 738
- Vocational Education in Washington State: A Critical Evaluation. Part One: Summary Findings and Recommendations. ED 080 739
- Aesthetic Education**
An Epistemological Justification of the Place of Literary Art in the Curriculum. ED 079 719//
- Jean-Marie Straub. ED 079 802//
- Radical Voices; A Film Course Study Guide. ED 079 796
- Affective Behavior**
Effect of Mood on Children's Giving. ED 080 134
- Preventive Therapy with Siblings of a Dying Child. ED 080 194
- Views on Elementary Reading Instruction. ED 079 703
- Visually Perceived Nonverbal Behaviors of Teachers and Their Relationship to Affective Responses of Students. ED 080 309
- Affective Objectives**
The Effect of Affective and Cognitive Training upon Attitudes Toward Students, Tutoring Performance, and Academic Achievement of Students in a Reading Methods Course. ED 079 676//
- Generating Vocabulary Appropriate to the Affective Writing Task. ED 080 160
- Affirmative Action Plan**
Affirmative Action at City University of New York. ED 080 049
- A Plan for Affirmative Action to Eliminate Discrimination Against Women at the University of Pennsylvania. ED 080 070
- Report of the Special Committee on the Status of Women at UCSC. ED 080 069
- Age Differences**
Age Differences in Self-Concept from Early Adulthood through Old Age. ED 079 613
- Determinants of Infants' Reactions to Strangers. ED 080 193
- Agency Role**
The Role of the National System of Research Coordinating Units in the Research-to-Practice Continuum. ED 080 688
- Serving Migrant Families. ED 080 268
- Aggression**
Sex Role-Taking and Aggressive Behavior in Children. ED 080 136
- Threatened Retaliation as an Inhibitor of Human Aggression: Mediating Effects of the Instrumental Value of Aggression. ED 079 628
- Agribusiness**
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HE — Higher Education
JC — Junior Colleges

LI — Library and Information Sciences
PS — Early Childhood Education
RC — Rural Education and Small Schools
SE — Science, Mathematics, and Environmental Education
SO — Social Studies/ Social Science Education
SP — Teacher Education
TM — Tests, Measurement, and Evaluation
UD — Disadvantaged
VT — Vocational and Technical Education

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EC052321	ED079907	FL004002	ED080002	HE004551	ED080100	PS006732	ED080195	SE014476	ED080291
EC052322	ED079908	FL004004	ED080003	HE004552	ED080101	PS006734	ED080196	SE014671	ED080292//
EC052323	ED079909	FL004010	ED080004	HE004640	ED080102	PS006738	ED080197	SE014828	ED080293//
EC052324	ED079910	FL004091	ED080005			PS006740	ED080198	SE015015	ED080294//
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EC052341	ED079913	FL004165	ED080008//	JCT30180	ED080105	PS006758	ED080201	SE015130	ED080297//
EC052342	ED079914	FL004187	ED080009	JCT30181	ED080106	PS006759	ED080202	SE015454	ED080298//
EC052343	ED079915	FL004258	ED080010	JCT30182	ED080107	PS006760	ED080203	SE015635	ED080299
EC052344	ED079916	FL004286	ED080011	JCT30183	ED080108	PS006761	ED080204	SE015698	ED080300//
EC052347	ED079917	FL004302	ED080012	JCT30184	ED080109	PS006762	ED080205	SE015705	ED080301//
EC052348	ED079918	FL004506	ED080013//	JCT30185	ED080110	PS006763	ED080206	SE015708	ED080302//
EC052349	ED079919	FL004511	ED080014//	JCT30186	ED080111	PS006764	ED080207	SE015712	ED080303//
EC052350	ED079920	FL004515	ED080015	JCT30187	ED080112	PS006766	ED080208	SE015716	ED080304//
EC052351	ED079921	FL004516	ED080016	JCT30188	ED080113	PS006767	ED080209	SE015799	ED080305
EC052352	ED079922	FL004517	ED080017	JCT30190	ED080114	PS006776	ED080210	SE015906	ED080306
		FL004518	ED080018	JCT30191	ED080115	PS006777	ED080211//	SE015949	ED080307//
EM010246	ED079923//	FL004519	ED080019	JCT30192	ED080116	PS006791	ED080212	SE015981	ED080308
EM011028	ED079924//	FL004520	ED080020			PS006792	ED080213	SE016027	ED080309
EM011068	ED079925//	FL004521	ED080021	LI004422	ED080117	PS006813	ED080214//	SE016031	ED080310
EM011093	ED079926//	FL004522	ED080022	LI004423	ED080118	PS006814	ED080215	SE016108	ED080311
EM011097	ED079927//	FL004523	ED080023	LI004424	ED080119	PS006815	ED080216	SE016110	ED080312
EM011113	ED079928//	FL004524	ED080024	LI004425	ED080120	PS006816	ED080217	SE016111	ED080313
EM011119	ED079929//	FL004525	ED080025	LI004426	ED080121	PS006817	ED080218	SE016112	ED080314
EM011127	ED079930//	FL004526	ED080026	LI004427	ED080122			SE016116	ED080315//
EM011129	ED079931//	FL004527	ED080027	LI004428	ED080123	RC007125	ED080219	SE016138	ED080316

SE016259	ED080317	SO006018	ED080413	SP006802	ED080509	TM003124	ED080605	VT020952	ED080694
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SE016263	ED080319	SO006037	ED080415	SP006804	ED080511	TM003126	ED080607//	VT020963	ED080696
SE016266	ED080320	SO006039	ED080416	SP006805	ED080512	TM003127	ED080608//	VT020969	ED080697
SE016267	ED080321	SO006040	ED080417	SP006806	ED080513	TM003128	ED080609//	VT020977	ED080698
SE016270	ED080322	SO006044	ED080418	SP006807	ED080514	TM003129	ED080610//	VT020978	ED080699
SE016334	ED080323//	SO006047	ED080419	SP006808	ED080515	TM003130	ED080611	VT020981	ED080700
SE016339	ED080324//	SO006049	ED080420	SP006810	ED080516	TM003131	ED080612	VT020983	ED080701
SE016389	ED080325//	SO006051	ED080421	SP006811	ED080517	TM003132	ED080613	VT020986	ED080702//
SE016391	ED080326//	SO006052	ED080422	SP006813	ED080518	TM003133	ED080614	VT020987	ED080703//
SE016392	ED080327//	SO006055	ED080423	SP006815	ED080519	TM003134	ED080615	VT020988	ED080704//
SE016406	ED080328	SO006060	ED080424	SP006816	ED080520	TM003135	ED080616	VT020989	ED080705
SE016407	ED080329	SO006063	ED080425	SP006818	ED080521	TM003136	ED080617	VT020990	ED080706
SE016420	ED080330//	SO006065	ED080426	SP006820	ED080522	TM003138	ED080618	VT020991	ED080707
SE016421	ED080331//	SO006080	ED080427	SP006821	ED080523	TM003139	ED080619	VT020992	ED080708
SE016427	ED080332	SO006081	ED080428	SP006822	ED080524			VT020993	ED080709
SE016428	ED080333	SO006084	ED080429	SP006823	ED080525			VT020994	ED080710
SE016435	ED080334	SO006102	ED080430	SP006824	ED080526	UD013673	ED080620	VT021001	ED080711
SE016436	ED080335	SO006117	EDC80431	SP006825	ED080527	UD013674	ED080621	VT021002	ED080712
SE016439	ED080336	SO006118	ED080432	SP006826	ED080528	UD013676	ED080622	VT021003	ED080713
SE016459	ED080337	SO006120	ED080433	SP006829	ED080529	UD013688	ED080623	VT021004	ED080714
SE016460	ED080338	SO006121	ED080434	SP006830	ED080530	UD013699	ED080624//	VT021006	ED080715
SE016461	ED080339	SO006122	ED080435	SP006842	ED080531	UD013700	ED080625//	VT021014	ED080716
SE016462	ED080340	SO006141	ED080436	SP006843	ED080532	UD013701	ED080626//	VT021018	ED080717
SE016463	ED080341	SO006142	ED080437			UD013702	ED080627	VT021031	ED080718//
SE016474	ED080342//	SO006144	ED080438	TM002832	ED080533	UD013713	ED080628//	VT021034	ED080719
SE016478	ED080343//	SO006145	ED080439	TM002869	ED080534	UD013715	ED080629	VT021041	ED080720
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SE016521	ED080346//	SO006163	ED080442	TM003042	ED080537	UD013719	ED080632	VT021050	ED080723//
SE016522	ED080347//	SO006193	ED080443	TM003043	ED080538	UD013720	ED080633//	VT021054	ED080724
SE016524	ED080348	SO006202	ED080444	TM003044	ED080539	UD013722	ED080634	VT021055	ED080725//
SE016525	ED080349	SO006203	ED080445	TM003045	ED080540	UD013728	ED080635	VT021056	ED080726
SE016572	ED080350	SO006209	ED080446	TM003046	ED080541	UD013729	ED080636//	VT021058	ED080727
SE016576	ED080351			TM003047	ED080542	UD013752	ED080637//	VT021059	ED080728//
SE016577	ED080352	SP005743	ED080447	TM003048	ED080543	UD013754	ED080638	VT021061	ED080729
SE016578	ED080353	SP006602	ED080448//	TM003049	ED080544	UD013756	ED080639	VT021062	ED080730
SE016579	ED080354	SP006641	ED080449	TM003050	ED080545	UD013757	ED080640	VT021063	ED080731
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SE016596	ED080356	SP006669	ED080451	TM003052	ED080547	UD013759	ED080642	VT021085	ED080733
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SE016601	ED080358	SP006688	ED080453	TM003054	ED080549	UD013761	ED080644	VT021092	ED080735
SE016606	ED080359	SP006689	ED080454	TM003055	ED080550	UD013763	ED080645	VT021093	ED080736
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SE016617	ED080364	SP006699	ED080459	TM003060	ED080555	UD013782	ED080650	VT021101	ED080742
SE016618	ED080365	SP006706	ED080460	TM003061	ED080556	UD013783	ED080651//	VT021102	ED080743
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SE016621	ED080367	SP006721	ED080462	TM003063	ED080558	UD013785	ED080653//	VT021113	ED080745//
SE016622	ED080368	SP006724	ED080463	TM003064	ED080559//	UD013786	ED080654	VT021116	ED080746//
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SE016641	ED080375	SP006746	ED080470	TM003072	ED080566	VT020373	ED080663	VT021145	ED080753
SE016642	ED080376	SP006747	ED080471	TM003081	ED080567	VT020378	ED080664	VT021161	ED080754
SE016643	ED080377	SP006748	ED080472	TM003083	ED080568//	VT020381	ED080665	VT021162	ED080755
SE016644	ED080378	SP006749	ED080473	TM003084	ED080569	VT020382	ED080666	VT021164	ED080756
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		SP006763	ED080482	TM003094	ED080578//	VT020746	ED080674//	VT021185	ED080765//
		SP006764	ED080483	TM003095	ED080579	VT020805	ED080675	VT021187	ED080766//
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SO000410	ED080389	SP006767	ED080486	TM003098	ED080582	VT020843	ED080678	VT021191	ED080769
SO000411	ED080390	SP006768	ED080487	TM003099	ED080583	VT020858	ED080679	VT021192	ED080770
SO000413	ED080391	SP006769	ED080488	TM003100	ED080584	VT020890	ED080680//	VT021193	ED080771
SO000414	ED080392	SP006770	ED080489	TM003101	ED080585	VT020892	ED080681	VT021194	ED080772
SO000415	ED080393	SP006771	ED080490	TM003102	ED080586	VT020893	ED080682	VT021195	ED080773
SO000503	ED080394	SP006772	ED080491	TM003103	ED080587	VT020907	ED080683	VT021196	ED080774
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SO000517	ED080396//	SP006774	ED080493	TM003105	ED080589	VT020912	ED080685	VT021198	ED080776
SO000520	ED080397	SP006775	ED080494	TM003106	ED080590	VT020919	ED080686//	VT021199	ED080777
SO000567	ED080398//	SP006776	ED080495	TM003107	ED080591	VT020920	ED080687	VT021200	ED080778
SO000568	ED080399	SP006777	ED080496	TM003108	ED080592	VT020927	ED080688	VT021201	ED080779
SO000568	ED080400	SP006778	ED080497	TM003109	ED080593	VT020933	ED080689	VT021202	ED080780
SO000568	ED080401	SP006779	ED080498	TM003110	ED080594	VT020939	ED080690	VT021203	ED080781
SO000587	ED080402	SP006780	ED080499	TM003111	ED080595	VT020944	ED080691	VT021204	ED080782
SO000588	ED080403	SP006781	ED080500	TM003112	ED080596			VT021205	ED080783
SO000597	ED080404	SP006782	ED080501	TM003113	ED080597			VT021206	ED080784
SO000597	ED080405	SP006783	ED080502	TM003114	ED080598			VT021207	ED080785
SO000598	ED080406	SP006784	ED080503	TM003115	ED080599			VT021208	ED080786
SO000598	ED080407	SP006785	ED080504	TM003116	ED080600			VT021209	ED080787
SO000598	ED080408	SP006786	ED080505	TM003117	ED080601				
SO000598	ED080409	SP006787	ED080506	TM003118	ED080602//				
SO000598	ED080410	SP006788	ED080507	TM003119	ED080603				
SO000598	ED080411	SP006789	ED080508	TM003120	ED080604				
SO000605	ED080412	SP006801	ED080509	TM003121					
				TM003122					
				TM003123					

NEW THESAURUS TERMS

The following terms have been added to the *Thesaurus of ERIC Descriptors* (4th edition) for the January 1972 through December 1973 issues of *Research in Education (RIE)*:

ADMISSIONS COUNSELORS 380

ADOLESCENT LITERATURE 260

SN Any reading material written primarily for, or read widely by, youth of secondary school age.

AEROSPACE EDUCATION 140

UF Aerospace Science Education

AESTHETIC EDUCATION 140

UF Aesthetic Development

AIR INFLATED STRUCTURES 210

SN Air structures (either high-pressure or dual-wall) in which an inflated structural element acts as a column, beam, or arch to support the enclosing membrane.

AIR SUPPORTED STRUCTURES 210

SN Air structures in which the entire enclosed space is maintained at a small pressure differential over ambient atmospheric pressure to support and pre-tension the membrane (single or reinforced) that serves as the enclosure.

Alternative Futures

USE FUTURES (OF SOCIETY)

ALTERNATIVE SCHOOLS 470

SN Schools both within and outside the public school system that offer alternatives to traditional educational concepts and practices, e.g., student initiated learning process, inquiry-discovery approach, and shared problem solving and decision making.

ALTRUISM 040

SN Consideration for the welfare of others, sometimes in accordance with an ethical system.

AMERICAN STUDIES 450

SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes the continental United States, Canada, the Arctic Archipelago, and Greenland.

ANEMIA 250

UF Iron Deficiency Anemia
Sickle Cell Anemia

ARTIFICIAL LANGUAGES 300

SN Languages created for international communication, e.g., Esperanto and Interlingua.

UF Constructed Languages

ASIAN STUDIES 450

SN Studies, usually interdisciplinary in approach, of such geographic areas as Asiatic U.S.S.R., Bangladesh, Bhutan, Ceylon, China, India, Indonesia, Japan, Korea, Maldives Islands, Mongolia, Nepal, Pakistan, the Philippines, Sikkim, and the Southeast Asian Subcontinent.

BODY LANGUAGE 080

Career Development

USE VOCATIONAL DEVELOPMENT

CASTE 490

SN A closed social stratum based on heredity that determines its members' prestige, occupation, place of residence, and social relationships.

CHEMICAL NOMENCLATURE 400

COMPENSATION (CONCEPT) 310

SN The recognition that material undergoing a perceptual transformation in one dimension is accompanied by a specific change in another dimension.

CONCEPTUAL TEMPO 420

SN An index of time spent in problem solving sequences used to characterize the reflective/impulsive dimension of cognitive style.

CONFIDENCE TESTING 190

SN A method for discriminating levels of partial knowledge concerning a test item in which the examinee indicates his degree of confidence in his answer choice.

CONSTRUCTION MANAGEMENT 020

CUBANS 380

CUTTING SCORES 190

SN A selected point on a scale which divides individuals earning scores above and below it into two groups for some purpose.

UF Critical Scores

DECODING (READING) 440

SN Assimilation of meaning from written language by trial and error process of grapho-phonetic, semantic, and syntactic analyses.

DESENSITIZATION 420

SN Planned exposure to anxiety producing stimuli in order to reduce illogical fears

DIMENSIONAL PREFERENCE 060

SN Cue response to color, form, or size

Diplomacy

USE FOREIGN RELATIONS

DIPLOMATIC HISTORY 260

SN History of negotiations among nations, including the study of international alliances, treaties, and other agreements.

Diplomatic Policy

USE FOREIGN POLICY

DISARMAMENT 480

UF Arms Control
Multilateral Disarmament
Nuclear Control
Unilateral Disarmament

DISSENT 060

UF Dissensus

DRUG EDUCATION 140

SN Study of the varied aspects of drugs, their source, abuse, chemical composition, and physical, personal and social effects.

EDITING 080

SN To make suitable for publication or public presentation by selecting, emending, revising, and compiling.

UF Copyediting

EDITORIALS 050

EDUCATIONAL ANTHROPOLOGY 480

SN Application of anthropological concepts and methods to the study of educational institutions and processes.

ETHNOCENTRISM 040

SN Habitual disposition to judge foreign peoples or groups by the standards and practices of one's own culture or ethnic group.

EXTERNAL DEGREE PROGRAMS 140

UF Extended University
Open University
University Without Walls

FAST TRACK SCHEDULING 020

SN A construction management technique in which design and construction process activities are scheduled to overlap rather than scheduled sequentially.

FOUND SPACES 210

SN Spaces which do not resemble traditional school facilities but can easily be converted, e.g., hotels, supermarkets, residences, and enclosed or semi-enclosed outdoor areas adjacent to new or existing facilities.

FULL STATE FUNDING 220

Future Studies

USE FUTURES (OF SOCIETY)

FUTURES (OF SOCIETY) 480

UF Alternative Futures
Future Studies
Futurism
Futuristics
Futurology

Futurism

USE FUTURES (OF SOCIETY)

Futuristics

USE FUTURES (OF SOCIETY)

Futurology

USE FUTURES (OF SOCIETY)

HUMANIZATION 490

SN The process of changing the environment (attitudes, structures, relationships) to be more humane and better adapted to human needs.

UF Dehumanization

HYBRID AIR STRUCTURES 210

SN Air structures (either air cushions or frame-stabilized structures) which combine air-inflated or structural elements with each other, or are used in combination with other structural supports.

IDEOGRAPHY 290

SN System of writing using pictures or symbolic characters instead of letters or syllable signs.

Intergovernmental Organizations

USE INTERNATIONAL ORGANIZATIONS

International Behavior

USE FOREIGN RELATIONS

INTERNATIONAL CRIMES 060

UF War Crimes

INTERNATIONAL LAW 230

UF International Legal Analysis
International Torts
Law of Nations

International Policy

USE FOREIGN POLICY

International Politics

USE FOREIGN RELATIONS

Iron Deficiency Anemia

USE ANEMIA

ITEM BANKS 520

SN Collection of test items classified according to objectives, subtests, difficulty, grade level, content, etc., which may be used to construct tests tailored to the users' needs.

UF Item Pools

Labor Demand

USE MANPOWER NEEDS

LAND ACQUISITION 020**LAYOUT (PUBLICATIONS) 030**

UF Format (Publications)

LEAD POISONING 250**LIFE STYLE 060**

SN Manner of living chosen as a personal response to the social and cultural milieu.

Lifelong Integrated Learning

USE CONTINUOUS LEARNING

LOCUS OF CONTROL 420

SN Personality construct referring to an individual's perception of the locus of events as determined internally by his own behavior vs. fate, luck, or external forces.

UF Internal External Locus of Control.

LUNAR RESEARCH 450

SN Scientific activities designed to provide information about the origin, structure and properties of the moon.

UF Lunar Exploration

MATRICES 340**MECHANICS (PHYSICS) 400**

SN The science that deals with the effects of energy and forces on the equilibrium, deformation, or motion of solid, liquid, and gaseous bodies—includes both classical (Newtonian) and modern (atomic-level) mechanics.

UF Classical Mechanics

MERIT PAY 220**MEXICANS 380**

SN Citizens of Mexico

MIDDLE EASTERN STUDIES 450

SN Studies, usually interdisciplinary in approach, of all or part of the geographic area which includes Afghanistan, Cyprus, Egypt, Iran, Iraq, Israel, Jordan, Lebanon, Libya, Sudan, Syria, Turkey, and the Arabian peninsula.

Military Policy

USE FOREIGN POLICY

MOLECULAR STRUCTURE 220**MONOLINGUALISM 290****MORAL DEVELOPMENT 130**

SN Developmental processes in the formation of moral reasoning and judgments.

MULTIDIMENSIONAL SCALING 190

SN A procedure for analyzing distances among a set of points in order to find their coordinates on several underlying dimensions.

NEUROLINGUISTICS 290

SN A branch of linguistic science relating language behavior to the neurological sciences.

NONFORMAL EDUCATION 140

SN Organized education without formal schooling or institutionalization in which knowledge, skills and values are transmitted through relatives, peers, or other community members.

NONPUBLIC SCHOOL AID 220**NONRESERVATION AMERICAN INDIANS 380**

SN American Indians living off reservations who remain on the tribal census roll or who maintain their Indian identity.

UF Off Reservation American Indians

OBSERVATIONAL LEARNING 310

SN Behavioral effect on the learner resulting from the observation of a model.

UF Imitative Learning

OPEN EDUCATION 140

UF Open Schools

ORGANIZATIONAL DEVELOPMENT 020

SN The application of behavioral technology

to organizations by attempting to integrate individual needs for growth and development with organizational goals and objectives.

PARANOID BEHAVIOR 420

SN Behavior characterized by suspiciousness or delusions of persecution or grandeur.

PARENTHOOD EDUCATION 140

SN Programs designed to help teenage boys and girls prepare for effective parenthood by learning about child development and the role of parents, and by working closely with young children.

PAROCHIAL SCHOOL AID 220**PEACE 480**

UF International Peace
World Peace

PEER COUNSELING 090

SN Performance of limited counselor functions, under counselor supervision, by person of approximate age of counselee.

PHONEME GRAPHEME CORRESPONDENCE 290

SN Relationship between speech sound (phoneme) and written symbol (grapheme).

UF Grapheme Phoneme Correspondence

PHYSICIANS ASSISTANTS 380

SN Highly trained nonprofessionals who, under physicians' supervision, perform many health care activities usually carried out by physicians.

PLANNING (FACILITIES) 020

UF Facilities Planning

PNEUMATIC FORMS 210

SN Structures used as forms for placing concrete, reinforced and/or foam plastic materials.

POLISH AMERICANS 380**POPULATION EDUCATION 140**

SN Transmission of knowledge about population processes, population characteristics, the causes of population change and the consequences of that change for the individual and society.

PREGNANT STUDENTS 380**Program Implementation**

USE PROGRAM DEVELOPMENT

PROPERTY TAXES 230

UF Ad Valorem Tax

PUBLIC SERVICE OCCUPATIONS 350

SN Employment necessary to accomplish the mission of local, county, state, Federal, or other government, except for military service.

PUNISHMENT 310**PUPPETRY 030**

UF Puppets
Puppet Shows

RELOCATABLE FACILITIES 210

UF Nonpermanent Facilities

REVENUE SHARING 220

SN Practice of returning a percentage of federal tax money to states and localities for locally directed and controlled public service programs—includes functional grants for education and other major purposes (special) as well as unrestricted grants (general).

REVOLUTION 480

SN The attempt to make radical changes to one or more political, social, or technological systems that would be qualitatively different from and destructive to the traditional values, norms, and practices of such systems.

ROLE MODELS 420

SN Individuals (real or theoretical) chosen for emulation in one or a selected few of their roles.

SEMANTIC DIFFERENTIAL 190

SN A method of measuring attitudes and/or values through the use of pairs of bipolar adjectives.

SEX DISCRIMINATION 480

UF Discrimination (Sex)
Sex Bias
Sex Prejudice

SI Units

USE METRIC SYSTEM

Sickle Cell Anemia

USE ANEMIA

SOCIAL STRATIFICATION 490**SPACE SCIENCES 400****STATE OF THE ART REVIEWS 320****STUDENT RESPONSIBILITY 040****TEACHER CENTERS 210**

SN Interinstitutional centers (school/college/community) offering teacher-oriented professional development programs, at preservice/in-service levels, of educational demonstrations, experimental, and other participatory learning activities.

UF University Training Centers

TEACHER DISCIPLINE 020

SN Discipline of, not by, teachers.

TEACHER DISMISSAL 020**TIMEOUT 420**

SN Period of time in which no positive reinforcers are available, e.g., isolation in a small room.

TREATIES 230

SN Negotiated agreements between two or more political authorities.

UPPER DIVISION COLLEGES 470

SN Colleges offering junior, senior, and graduate level courses.

Valence (Language)

USE SYNTAX

VISUAL AIDS 050

UF Visual Equipment
Visual Instrumentation
Visual Materials

Visual Media**VISUAL LITERACY 010**

SN A group of competencies which allows a human being to discriminate and interpret the visible action, objects, and/or symbols, natural or man-made, that he encounters in his environment.

VOCATIONAL MATURITY 130

SN Degree of an individual's skill in making decisions concerning his or her vocation at a given life stage.

WAR 480

UF Civil War
Conventional Warfare
Guerrilla Warfare
International War
Unconventional Warfare

WASTE DISPOSAL 410

SN Act or process of discarding or throwing away unneeded or excess material including solids, oils, chemicals, and liquids.

WASTES 460

SN Unneeded, discarded or excess material including solids, oils, chemicals, and liquids.
UF Litter
Refuse

WOMENS STUDIES 110

SN An academic discipline that incorporates courses about women either separately or as a field of study.
UF Female Studies

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